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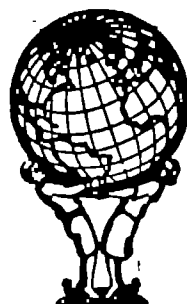
BULLETIN

OF THE

INTERNATIONAL BUREAU
OF EDUCATION

GENEVA

3/8.25
624 (2)



UT PER JUVENES
ASCENDAT MUNDUS

GENEVA

INTERNATIONAL BUREAU OF EDUCATION

XIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

ORGANISED BY THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANISATION
AND THE INTERNATIONAL BUREAU OF EDUCATION

Geneva, 28 June - 3 July 1948

LETTER OF INVITATION

• Sir,

On 28 February 1947 the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education signed an agreement providing for close co-operation between the two Organisations in the fields of common interest.

In virtue of this agreement our two Organisations, convened, conjointly, the Tenth International Conference on Public Education, which was held in Geneva from 14 to 19 July 1947, and at which 48 countries were represented.

We have the honour to inform you that the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education have decided to associate themselves once more in convening, conjointly, the Eleventh International Conference on Public Education. This Conference will open at Geneva, at the headquarters of the International Bureau of Education, on 28 June next, and will last a week.

This Conference will, like the preceding conferences, be essentially technical in character. It will, on the one hand, enable an exchange of information to take place on the present features of the educational movements in the various countries; and, on the other hand, it will afford an opportunity for studying, on an international plane, a certain number of educational problems which are of present interest and have formed the

subject of enquiries or study on the part of the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education.

The agenda of the Eleventh Conference will include the four following points:

- 1. Concise reports from the Ministries of Education on educational movements during the school year 1947-1948.*
- 2. Educational psychologists.*
- 3. The teaching of writing.*
- 4. Teaching regarding the United Nations and the Specialised Agencies.*

The United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education have the honour to invite your Government to participate in the work of this Conference and to send a delegation of from one to three members, representatives of your Ministry or experts in educational matters.

The list of the states invited to the Conference is annexed to this letter. A commentary on the agenda will be sent to you later, together with various preliminary documents and the reports concerning items 2, 3 and 4 of the agenda.

We very much hope that your Government will ensure the success of the Eleventh International Conference on Public Education by accepting the invitation which forms the subject of this letter.

The Secretariat of the Conference is established at the headquarters of the International Bureau of Education (Palais Wilson, Geneva), to which all correspondence should be addressed.

We should be very grateful if you would let us know, if possible before 1 June 1948, whether your Government intends to be represented on this occasion and, if this is the case, if you would inform us of the composition of your delegation and of the name of the person who will be responsible for presenting, under item 1 of the agenda, the report of your country's Ministry of Public Education on the educational movement during the school year 1947-1948.

In order to facilitate the distribution and use of that report, we venture to ask you to be so good as to have it reproduced and to supply us with about 100 copies of it—if possible in each of the two working languages—not later than fifteen days before the opening of the Conference. This would considerably increase the effect of your report and would avoid any loss of time in the exchange of views to which it may give rise.

We have the honour to be, Sir,

Your obedient servants,

Dr. Julian HUXLEY,

Director-General of the United
Nations Educational, Scientific
and Cultural Organisation.

Professor Jean PIAGET,

Director of the International
Bureau of Education.

I. THE EDUCATIONAL WORLD

In order to facilitate the card index classification of these news items by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

ARGENTINA

379. 2 (82)

**Towards a Separate
Ministry of Education.**

Ministries (B.I.E.)

The formation in the near future of a Ministry of Education apart from the Ministry of Justice has been announced.

Its name will be the "Secretariat of National Education" and it will deal with every aspect of education: primary, secondary, special, technical, artistic, and at university level as well as with all cultural manifestations. This separation will empower the Secretary of State in charge of Education to consider ways and means for speeding the progress of education and of every branch of science, literature and art.

377. 38 (82)

**Peace Campaign
in the Schools.**

Pacifist Education (B.I.E.)

An energetic peace campaign has been carried out for two months in all the schools of the country. It aimed at impressing upon the minds of children the idea that international conflicts can be settled by peaceful means devised by Law.

AUSTRALIA

371. 91 (94).

**Education of Physically
Handicapped Children.**

Physically Handicapped (B.I.E.)

Australia is making considerable provision for handicapped children. Crippled children in hospital generally follow a normal primary school syllabus, with emphasis on craft work, music, and reading, and working at a slower rate than in ordinary schools. These hospital schools also cater for out-patients who are transported in buses, taxis, ambulances, etc. Altogether there are about eighteen hospital schools in Australia giving full-time instruction and two part-time hospital schools. Deaf children are usually enrolled in residential schools, some of which are controlled by the Governments of the various States and others by private foundations. The publicity given to oral methods of instruction for the deaf and

the increased efficiency of individual hearing aids have tended to emphasize the possibility of rehabilitating many more deaf children either in the ordinary school classes, when supplied with hearing aids, or in special classes attached to the normal schools. A Commonwealth Acoustic Research Laboratory tests hearing loss, fits aids and advises on tuition. Tasmania has established special sight saving classes. Speech Therapists are now also attached to Education Departments in several States and give special tuition in different schools from day to day.

AUSTRIA

376. 11

Language Teaching Methods (B.I.E.)

Reopening of an Institute.

The Anderl-Rogge Institute, at Graz, which was closed by order of the national-socialist government and whose premises were partly destroyed by bombing, has recently resumed its activities. Founded in 1911 by Mrs. Elizabeth Anderl, this institute was known far and wide for the practice of her method of teaching modern languages. Based on Pestalozzi's principle that, to be profitable, all teaching must follow "the paths of nature", the Elizabeth Anderl method uses the most natural and dynamic means of introducing a pupil to a new linguistic field. The Institute, which runs a seminar for the formation of modern language teachers, also organises theoretical and practical courses of 5 months each, intended for persons already conversant with the language of their choice and preparing them for teaching it in the elementary stages.

BELGIUM

373. 16 (493)

Intermediate Schools (B.I.E.)

Reorganisation of Primary and Intermediate Schools.

In anticipation of the raising of the school leaving age, the classes of the 4th degree (12 to 14 years) will cease to be part of primary education. They will be joined to the 1st cycle (12 to 15 years) of intermediate or vocational schools. This 1st cycle of intermediate schools will have parallel sections (classical, modern, and applied intermediate). Twenty such sections have been formed as an experiment.

373. 54 (493)

Industrial and Technical Education (B.I.E.)

Technical Education.

In Belgium technical education includes evening and Sunday schools as well as full time schools. The latter are subdivided into: (a) vocational schools (part time general education and part time practice of a trade, from 12 years of age); (b) apprenticeship in workshops (from 14 years of age); (c) technical secondary schools (from 18 years);

(d) higher technical schools. The evening and Sunday schools include: (a) industrial first grade schools (following the primary school); (b) industrial intermediate schools (from 14 years of age); (c) higher industrial schools (for people holding special diplomas).

BRAZIL

371. 13 (81)

**Study Tour
in the United States.**

Professional Improvement of Teachers (B.I.E.)

Forty Brazilian teachers of industrial subjects are spending a year travelling in the United States in order to study teaching methods and manufacturing techniques by visiting factories and industrial schools. The tour is arranged by the United States-Brazil Commission on Industrial Education, established to implement an agreement signed by the two Governments.

CANADA

375. 420 (71)

**Survey of History
Text Books.**

History (Textbook Revision) (B.I.E.)

In 1944 Canada and the United States set up a joint Committee on Education, which has recently issued a text-book survey, described as "the first example in history of the joint analysis of text-books by competent groups in two independent nations". The 23 United States history text-books examined were selected as representing together 75% of the history books used in the schools of that country. An average of only 11 pages was found to be devoted to Canada and those did not always show correct emphasis. The analysis of 30 Canadian history text-books gave somewhat similar results as regards the U.S.A. The report states that history is presented in both countries from a purely national point of view and commonly stresses conflict rather than giving attention to many favourable aspects of Canadian-American relations, especially to economic, cultural and social inter-relationships. It is urged that new text-books be produced giving factual information tending to better mutual knowledge and understanding.

COLOMBIA

371. 364. — 371. 372 (86)

**School Cinema
and Broadcasting.**

Cinema. — Broadcasting (B.I.E.)

A five-year plan has been drawn up for enabling Colombian schools to make use of moving pictures. Not only will teachers be trained to use the new techniques, but demonstrations will be arranged to show pupils, parents and the general public the enormous advantages of this cultural medium. The first stage of the plan

provides for the acquisition of 200 projectors and the organisation of 14 film libraries which will ensure that films are sent out to the schools in proper rotation. As for the use of the radio in education, the newly increased transmission power of the national broadcasting station will make it possible to supplement the teaching of every school teacher and to broadcast the lessons and lectures of the most distinguished professors.

CZECHOSLOVAKIA

378. — 376. 1 (437)

Higher Education. — Education of Women
(B.I.E.)

Women in the Universities. According to the Office of Statistics, 11,013 women have registered during the winter semester in the Universities of Bohemia, this being one fifth of the total number of students. At the Charles University in Prague, 2,401 women are studying philosophy, 1,755 medicine and 699 attend the Higher School of Politics. There are also many women in the technical faculties, with the exception of the Higher School of Mining and the courses in aviation and radiotechnics.

DENMARK

379. 653 (489)

Courses for Young Unemployed (B.I.E.)

**Courses for Unemployed
Young Workers.**

On 29th March 1947, a law was passed to combat unemployment among juveniles. The new Act provides that unemployed young workers for whom employment cannot be secured are to be assigned to vocational schools, work projects for the young or training courses. These arrangements should be organized in such a manner as to provide the young with vocational training or retraining, physical training, and education on a broadly humanitarian basis. At the vocational schools and work projects, the training period varies between four and nine months; 36 hours weekly are to be devoted to practical work, and further time is to be given to lectures and sports. The work will be paid for on a piece-work basis, if technically possible, in accordance with wages prevailing in the open market. A certain proportion of the wages will be placed in a savings account and will not be paid to the pupil until completion of his training. (*International Labour Review*, January-February 1948.)

EGYPT

378 (62)

Higher Education (B.I.E.)

**Higher Education
and Universities.**

The University of Fouad the First at Cairo is growing rapidly. The number of Faculties has now reached ten owing

to the opening of a second School of Medicine and the incorporation of the Higher School of the Arabic Language (*Dar El Oloom*), an institute for the preparation of teachers of Arabic. An Institute of Industrial Chemistry has also been opened under the Faculty of Science.

374. 8 (62)

Courses for Illiterates (B.I.E.)

Adult Education.

Free evening classes have been established in all the schools of Egypt. During the school year 1946-1947, they were attended by 30,000 illiterate men and women.

FINLAND

378 (471)

Higher Education (B.I.E.)

**Institutions of
Higher Education**

The University of Helsinki has over 10,800 students and the Technical and Commercial University Institutes, also at Helsinki, number respectively about 1,800 and 700 students. At Tütkü (Abö) there are two modern private universities, the Swedish-speaking Abö Academy with about 650 junior members and the Finnish University with over 500. With the addition of the Institute of Pedagogics at Jyväskylä and one or two smaller institutions, over 15,000 young people are studying, a large number for a population of 4 million.

FRANCE

371. 863 (44)

Children's Magazines (B.I.E.)

**Prize Competition for
Stories for Children's
Magazines.**

In the two years since the free publication of children's magazines was again authorized, parents and educators, whose complaints have even been voiced in the daily press, have been concerned about the poor material often found in the majority of those magazines and the danger they may present for the moral sanity and mental balance of children. Condemnation, however, is not sufficient, a higher standard must be set while not neglecting the young readers' wish for "escape". Therefore the Section of Popular Education at the Ministry of National Education is sponsoring a prize competition for illustrated stories for children. The winning story must have value as an example encouraging publishers to choose high class material.

378 (44)

Higher Education (B.I.E.)

**University Degree
in Psychology.**

A decree of May 9th 1947, published in the Official Journal of the French Republic on May 11th, established in the Arts

faculties of the French universities a B.A. degree (*licence*) in psychology. To obtain the B.A. (Psychol.) degree, a candidate must have spent four terms in a Faculty of Arts and four terms in a Faculty of Science, and have passed the examinations for the Arts certificates in the three following branches: psychology, psychology of social life, child psychology and education, as well as the examination for the science certificate in psycho-physiology.

GERMANY

373 (43)

Secondary Education (B.I.E.)

**Secondary Education
in Germany.**

In the American and British zones several experiments of secondary schools based on the study of the humanities are being tried out. Minister Schnippenkölder, who has reorganised the educational system of the provinces of Westphalia and the North Rhine, believes in the power of a Christian humanism still deeply entrenched in the German nation. Hence Latin is compulsory in the 3 first years of the "Gymnasium" and serves as a common basis for the various sections of secondary education. Only in the 4th year is the "Gymnasium" divided into classical and scientific sections. In the latter, the scientific subjects are intended to be the "instruments of thought" and the study of these subjects is to play the part taken by Latin and Greek in the classical section. Philosophy is compulsory in the two higher classes. In the French zone, on the contrary, the present tendency is to replace Latin by a modern language, a measure generally received favourably. The different types of secondary schools are being unified. The secondary common school (*Einheitschule*) called "Gymnasium" begins with 3 years common to all pupils, without Latin and with only 2 hours of mathematics. Great importance is given to modern languages (French: 5 hours per week). In the 4th year, the "Gymnasium" is divided into 2 sections, literary and scientific. Particularly brilliant pupils can belong to an intermediate section giving them the chief advantages of both. In the 6th year the "Gymnasium" divides into 4 sections: literary A (Latin and Greek); literary B (English-Latin); intermediate C (science-mathematics-French-Latin); scientific D (science-mathematics-English). The other subjects, such as history and geography, are common to all sections. Two hours of philosophy have recently been introduced in the highest class. In nearly all the classes there is one hour a week of explanation of texts from world literature translated into German. At the request of the German authorities each province has been authorised to keep one "Gymnasium" of the former type. (From *Schola*, Heft 1 and *Das Volk*, 23.8.47.)

GREAT BRITAIN

37 N. — 373. 54 (42)

**Technical Schools Head
Masters' Conference.***Conferences. — Technical Education (B.I.E.)*

During June 1947, thirty Head Masters of Secondary Technical Schools from all parts of England met in Birmingham for their first conference. The purpose of the conference was to enable members to discuss educational problems connected with their particular type of secondary school. Agreement was reached on the following general principles: (1) That the aim of secondary technical education is to give a balanced and liberal education incorporating practical training, to blend cultural and utilitarian subjects, so that pupils may become efficient citizens, with a keen desire to work hard, to serve the community, and to take advantage of opportunities to rise to responsible positions in industry and commerce, as well as to live a full, personal life. (2) That all forms of secondary schools should have the same age of admission, preferably at 11+. The difficulty of making selection was fully recognized, and it was felt that until a scheme is devised, based on school records and aptitude tests, which will command the confidence of public opinion, selection should be based on attainment tests, intelligence tests, primary school records, primary school head teachers' recommendations, and parents' wishes. It was also felt that to assist primary school head teachers in the onerous task of assisting in selection, they and their staffs should be given opportunities to learn more about all types of secondary education. The conference was also in general agreement on the detailed observations on secondary technical education put forth in the recent Ministry of Education Pamphlet No. 9, "The New Secondary Education" (see Bulletin No. 85). A large proportion of head masters present favoured the inclusion of a foreign language, at least in the early years of the five or six year course.

375. 122 (42)

Bilingual Schools.*Bilingualism (B.I.E.)*

An educational development in Wales calls for special mention. At Llanelly the County Education Committee has opened a Welsh school where Welsh will be the language of the infant's department and English will be taught as a second language, starting at about the age of eight. Five others are being considered.

379. 822

**Towards Better
International
Understanding.***Student and Teacher Exchanges (B.I.E.)*

Representatives of the Ministry of Education, voluntary organisations, local authorities and teachers have met to consider the establishing of a "Central Bureau

for "Educational Visits and Exchanges". All these responsible educationists wished to encourage foreign travel for British children and teachers, and to invite their opposite numbers from other lands to visit Britain in increasing numbers. But efficient machinery, with up-to-date information on travel arrangements, currency regulations and educational facilities in all countries did not exist. Voluntary organisations, which have done splendid pioneer work, needed co-ordinating so that overlapping might be avoided and that a well balanced over-all picture of the needs of schools and collèges might be presented. The Ministry of Education has announced that the Central Bureau will be opened very soon in Hamilton House, Hastings Street, London W.C. I, the building occupied by the National Union of Teachers.

GREECE

371. 364. — 371. 372 (495)

Cinema. — Broadcasting (B.I.E.)

**Use of Modern Media
in Education.**

The Ministry of Public Education proposes to encourage the use of the radio and the cinema in schools. One thousand radio sets have already been distributed to schools or teachers. The purchase of a further 1,500 for the sole benefit of village schools has been decided. Generators and batteries have been supplied to schools where there is no electric current. Three hundred projectors for silent films and 50 for sound films are to be provided for schools; 150 educational films have been added to the existing collection. The necessary supplies for making school films under the supervision of a special commission have been acquired. Another commission is busy classing geographical material with a view to making films.

HOLLAND

37 P (492)

Research Institute (B.I.E.)

**Creation of an Educational
Centre.**

An Educational Centre is in process of formation at the Hague (Dr. H. Nieuwenhuis, Lijnbaan, 32). Its work will be: (1) to collect information relative to education and to teaching methods at home and abroad; (2) to give theoretical and practical information to professors and teachers; (3) to organize courses and form teams for the study of new methods and of the needs of education to-day; (4) to start inquiries and research work; (5) to publish information.

HUNGARY

374. — 374. 1 (439)

*Adult Education. — Continuation Schools
(B.I.E.)*

"Workers' Schools".

A new decree dealing with "workers' schools" has just been issued (See Bulletin

No. 79); it provides for the assistance of the Council of Trade Unions in the supervision of these schools. This is the first time in the history of Hungarian education that a popular body is invested with considerable authority over any field of education. Last year the workers' schools were attended by 12,756 students. A section has been created at the Ministry to look after all matters concerning this field; it will draw up an educational map of the country in order to distribute such schools in a manner that will give satisfaction to every region. By this means it is hoped to raise to 25,000 the number of students. The age of admission has, by the new decree, been lowered to 16 years. All workers fulfilling the requirements for admission can attend these schools while exercising their profession and those who go in for higher studies can remain in them until they obtain a university doctorate. A National Council of Workers' Schools has been entrusted with the task of establishing curricula and text-books conforming to the needs of the worker-students. (*Szabad Nép*, March 1948.)

371. 364 (439)

Cinema (B.I.E.)

The Film in Education.

The Educational Film Section at the Ministry of Education and Worship has been replaced by the *Institute of Cultural Films* whose terms of reference were defined by Decree No. 9 060-1947, published in *Magyar Közlöny* of July 27, 1947. The new institute is responsible for the production, distribution and lending out of educational, scientific and artistic films intended for schools, scientific institutes and popular education. A Permanent Technical Commission of Experts on Educational Films has been set up at the Institute. (From the *Bollettino di Legislazione scolastica comparata*, No. 5, 1947.)

ICELAND

371. 42 (491)

School Reform (B.I.E.)

Reforms Under New Education Act.

With the passing of the Education Act of 1946 a number of changes have been introduced into the educational system of Iceland, one noticeable one being that all types of educational establishments—State, local and private with their varying curricula—have been brought under one comprehensive system. Education has always been free in Iceland and will continue to be so under the new Act, but the ages for which schooling is compulsory have been extended from 5 to 15 years, the upper limit coming into force at once. Nursery schools are to be provided for the 5-7 year olds. Children from 7-10 and from 10-13 will be catered for in two sections of the children's (junior) schools. For the 13-15 year-old children there will be youth schools. At 15 there is the possibility and, in some localities, the obligation of attending a middle school which has

both a manual or technical training side and an academic side. On examination at the end of the middle school course, pupils can either proceed to a normal school or to a technical school, if they gain 50% of marks, and to a grammar school (mathematics or languages side) if they gain at least 60% of the total marks. At all three types of schools they can remain until they are 19 years of age, but at present admission to the University can only be gained from the grammar schools. Later it is intended to make certain sections of the University open to students from the other two types of schools. For the time being there are technical evening classes and special colleges available for those who wish to continue their education still further.

INDIA

372. 22 — 379. 62 (54) *Primary Education. — Free Schooling (B.I.E.)*

**Free and Compulsory
Basic Education.**

The present Government of the Bombay Presidency has decided to extend free and compulsory basic education to the whole of the province. As a first step towards this, primary basic education will be made to extend to all villages having a population of 1,000 or more, as from the next academic year. The execution of such an ambitious scheme without sacrificing the efficiency of teaching will mean (1) strengthening of man power, (2) securing abler and more zealous teachers, and (3) increased expenditure on (a) that staff, (b) construction of new buildings, and (c) equipment. (*The Progress of Education*, Vol. XXII, Nos. 7-8.)

INDOCHINA

371. 93 (59)

**Two Experiments
in Re-education.**

Moral Deficiency (B.I.E.)

Two Re-education Centres, recently opened in Indochina, are practising the new methods of re-education based on confidence in the child and on respect for his personality. The Re-Education Centre of Thu-Duc is situated on a plateau about 10 miles from Saigon. The apprentices' workshops have been built by the boys themselves. They have also laid out a very large playing field after clearing many acres of brushwood. The Centre is not walled in, only the doors of the rooms are locked at night. There are at present 70 inmates between 10 and 12 years of age and the numbers are growing steadily. The boys are divided into teams of 8 or 10, each team being composed of children congenial to one another so as to create as nearly as possible a home atmosphere. The Educational Centre called *l'Accueil* (Welcome), near Hanoi, aims at educating the whole child, body, mind and spirit and giving each individual every chance of reaching the maximum development of which he

is capable. It must be stressed that this Educational Centre neither has, nor ever will have turnkeys, walls or any sort of barrier. The children enjoy home life within a free city, they have the benefits of family, school and workshop, and they are expected to fulfil their duties as responsible citizens.

ITALY

377. 93 (45)

Social Welfare (B.I.E.)

Reorganisation of School Welfare Agencies.

The new regulations governing school welfare work were approved by the decree of January 24th, 1947, on the proposition of the Ministry of Public Education. The aim of these welfare agencies is to attend to the needs of the pupils of the infant and primary schools in the commune or within its purview. They provide : (a) free text-books, exercise books and other school supplies to necessitous children, and whenever possible clothing and shoes ; (b) school canteens, which must be free of charge for necessitous children ; (c) summer camps at the sea-side or in the hills ; (d) free distribution of remedies and tonics when necessary ; (e) any other form of help which conforms to the general aims of public education. Welfare agencies are responsible also for setting up and running continuation classes and providing leisure time facilities and school libraries ; they may take any other initiative within the framework of public education. A Central Committee on School Welfare has been formed at the Ministry of Public Education to control the school welfare agencies, advise on the distribution among these agencies of any subsidies which may be granted by the State, and make proposals regarding the increase of their number.

371. 13 (45)

Refresher Courses (B.I.E.)

A Course in Educational Psychology.

A course in educational psychology was held at Milan from October to December 1947. The lectures on the chief problems of education, relating them to psychology and the medical sciences, were given by Italian, French and Swiss professors. They were attended by 200 students : professors, teachers, medical men, health assistants and welfare workers. In April this year the course will be completed by a cycle of lectures on specifically psychological subjects, especially intended for teachers.

JAPAN

614. — 371. 71 (52)

Public Health. — Schoolchildren's Health (B.I.E.)

Opening of a National Health Institute.

The Health Services in Japan have set up a National Health Institute which is to contribute to the improvement of

public health by controlling production, testing biological products and directing research on problems of health. The Japanese authorities have had to organize special distributions of food following on an inquiry which showed that Japanese children measured on an average 5 centimetres less than in 1937 and averaged 3 kilogrammes less in weight.

LUXEMBURG

371. 43. — 370. 7 (4359) *Activity School. — Experimental Education (B.I.E.)*

Teaching Methods. In view of the reform of teaching methods to bring them in line with the "activity school", experiments are being carried out at present in small experimental classes (*classes d'essai*). If these prove satisfactory, they will be extended to the whole school system. Teachers are advised to appeal above all to the intelligence of their pupils and carefully to avoid cluttering up their memory with useless details.

NEW ZEALAND

373 (931) *Secondary Education (B.I.E.)*

Post-primary Education. Post-primary education, which was formerly the privilege of a small selected group only, is being extended to meet the demands of almost the whole population. In 1946, the percentage of children leaving the primary schools, including the intermediate schools and departments, for some form of post-primary education was 85, whereas in 1916 only about 37 per cent continued their education beyond Standard Six. This had led to a lowering of the average level of intelligence in the post-primary Form III but a greater range of ability within the form than ever before, with the result that far more varied courses in each school and far more opportunities for practical activities have had to be arranged. The new secondary school curriculum is allowing the district high schools to develop a practical course satisfactory to the majority of Maori pupils at the same time that they prepare the more academically able children to sit for the School Certificate.

NORWAY

371. 15 (481) *Teachers' Salaries (B.I.E.)*

Payment for Extra Work. Norwegian teachers all pay into a national, compulsory contributory scheme known as the "Vikarkasse" which, although varying in detailed application according to locality, provides a fund from which payments can be made to meet the salaries of supply teachers called in to replace teachers absent from duty for any length of time owing to illness

or travel, or may-be civic duties, etc. Sometimes as much as six months' unavoidable absence, or even longer in case of serious illness, is paid for in this way. Apart from the payment of salaries to recognised supply teachers, whenever any teacher, whether permanent or supply, is called upon to do extra duties such as taking the classes of an absent teacher, correcting extra work or examination scripts, or invigilating at examinations, he receives remuneration from this fund. This system of payment for overtime in the teaching profession appears to yield satisfactory returns, and to relieve the teachers of many anxieties.

PAKISTAN

37 P (54)

Educational and Research Institutes (B.I.E.)

Two New Councils.

The Pakistan Educational Conference, which met recently at Karachi under the chairmanship of Mr. Fazalur Rahman, the Pakistan Minister of Education, has decided to set up a Council of Scientific and Industrial Research, and a Council of Technical Education to supervise the training of technicians and scientific workers. It has also decided to set up a national library and museum as well as a centre for historical records. (*The Times Educational Supplement*, February 7, 1948.)

POLAND

371. 12. — 378 (438)

Training of Teachers. — Higher Education (B.I.E.)

New Regulations of the Higher Schools of Education.

To implement the Ministerial Act of October 7th, 1947, the Higher Schools of Educational Sciences which have been opened at Cracow, Lodz and Gdansk are vocational institutes under the direct control of the Ministry of Education and they give their students who have gone through the whole course the same rights as the universities. Their aim is to train teachers for the new basic schools of 8 classes; to organize research in the field of education and of practical didactics; to co-operate with the school authorities of the province (*voïévodie*) in providing further training for teachers in service, in order that they may all be fully qualified. These institutes have a three years' programme. The curriculum includes auxiliary subjects (philosophy, educational biology, elementary sociology and economics, and the study of the contemporary world and of Poland), as well as educational subjects (educational psychology, pedagogy and general didactics, history of education, school legislation and organization, school and social hygiene). All of

these are compulsory subjects. The students specialize in one of three sections: the humanities, natural sciences, or mathematics and physics. They have to study the didactics of the subjects in which they specialize and to undergo various terms of probation in social work. Physical education, singing, drawing, craft work and languages are optional subjects. (*Dz. Urz. Min. Osw.* Official Journal of the Ministry of Public Education, 1947, No. 10.)

374. 2 (438)

Public Libraries (B.I.E.)

Local Library Committees.

The Council of State, in agreement with the Ministry of Education, has decided to create, under the National Councils of Provinces, Districts and Communes, local library committees responsible for undertaking a uniform cultural activity and for making access to libraries easy for all citizens. Created in October 1947, these committees have the duty of supervizing the activities of public and school libraries and of contributing to their development. They must, in particular, collect the necessary funds for buying books, find adequate premises, foster a taste for reading and a love of books through exhibitions, lectures, competitions and excursions. They co-operate with the National Councils and school authorities. The latter have representatives sitting on each of the committees. (*Dz. Urz. Min. Osw.* Journal of the Ministry of Public Education, 1947, No. 12.)

SPAIN

373. 105

Matriculation (B.I.E.)

Spanish-Moroccan Matriculation Examination.

There has just been opened at Tetuan a Spanish-Moroccan college which will prepare its pupils for a matriculation certificate having the same value as the Spanish one. Religion and philosophy will be taught separately to Moroccan and Spanish pupils, so will the Arabic and Spanish languages in the lower grades, but the history and geography courses will be common to both groups of pupils, each however giving special attention to points concerning their own country.

379. 31. — 37 N (46)

Inspectorate. — Study Weeks (B.I.E.)

Courses for Inspectors of Primary Schools.

More than 200 primary school inspectors attended the educational week organized in Madrid early in 1948. Lectures and discussions were chiefly centred on the professional preparation of inspectors, educational psychology, agricultural training in the primary school, and on training for savings and for mutual assistance at the primary school level, etc.

SWEDEN

379. 43. — 371. 27 (485)

*Centralization. — Transportation of Schoolchildren (B.I.E.)***Free Transportation for Schoolchildren.**

There is a tendency to-day to centralize the higher classes of primary schools, and in particular the new seventh year classes, in order to class them under category A, having a teacher for each class. To enable pupils from neighbouring localities to attend these classes, free school bus services have been organized. The State is responsible for 80% of the expenditure, the rest being charged to the districts.

371. 27 (485)

*School Canteens (B.I.E.)***School Meals.**

In 1946, the provision of a free lunch every day for the pupils of primary schools was made general. The beneficial effects of this measure can already be seen in the improved health and work of the children, and the budget for 1947-1948 has earmarked the sum of 10 million crowns for this purpose. Districts organizing these school meals receive, as a rule, a subsidy covering the whole of the outlay (0.60 crowns per head) for pupils from other parts of the country but only part of the outlay for those belonging to the district, the sum varying according to the state of its finances.

379. 827 (485)

*Aid in Educational Reconstruction (B.I.E.)***Invitation to German and Austrian Teachers.**

In December, 1946, the Swedish Government gave 2 million Swedish crowns to provide meals for teachers and students at universities and folk high schools in Germany, to furnish them with teaching materials, and to defray the cost of inviting prominent persons in German cultural life to Sweden. From March to June, 1947, about 9,000 teachers and students in the British zone and at Berlin University received one meal a day. In December this scheme reopened and will continue for another three or four months.

From Austria 48 persons—teachers, students, youth leaders, journalists, representatives of educational authorities, trade unions, and town councils—spent a month in Sweden. At the beginning of the autumn term 40 instructors in adult education came from Germany for a six months' course at Swedish folk high schools. It is hoped that they will adapt any useful Swedish characteristics to the German educational structure. Eighty German professors have also spent a few months at Swedish universities. (*The Times Educational Supplement*, Jan. 31, 1948.)

SWITZERLAND

373 (494)

*Secondary Education (B.I.E.)***Reform of the Secondary School.**

Reports on the activity of the secondary schools show that the reform of education in those schools has been the subject of much lively discussion and that new ideas are slowly progressing (See Bulletin No. 85, p. 167). A few high schools and normal schools, for example the high school at Schiers and the Evangelical Normal School at Zurich, have held one day study conferences, or "concentrated studies" for a week. The Catholic high school of Immensee has organized for its students optional study groups and a week of concentrated studies on the subject "The Period of Realism" (involving history, literature, physics and biology). In the report of the high school at Bienne, Director Fischer pleads against "the inoffensive high school" and in favour of a high school that would provide for the complete culture of the whole man, thus preparing not mere "intellectuals", but "responsible thinkers".

377. 922 (494)

*Educational Guidance (B.I.E.)***An Experiment in School Guidance.**

On March 22nd, 1947, a legislative regulation on pupil guidance was adopted in the Canton of Geneva. The aim is to provide for the rational selection of pupils for the different types of schools between which they may choose for the 3 last years of compulsory education (12 to 15): primary classes, with workshop practice; secondary domestic science schools; modern or classical (Latin) secondary schools. The selection will be made on the basis of school records, the observations of teachers and psychological and general intelligence tests. In December, 1946, already, 1250 pupils of the sixth and 1050 pupils of the seventh primary years passed at the same time tests in French, arithmetic and general knowledge. The teachers supervised the work in classes which were not their own and the correcting of the tests was done by team-work. Thus the factors of "teachers" and "class" were eliminated and diagrams established with the results of each subject. A series of 9 psychological tests, devised by Mr. Rey, professor at the Geneva University Institute of Educational Sciences was then applied to the same children under the supervision of specialists. During the following years fresh tests will make it possible to verify the results of this experiment and to correct them if necessary, each pupil being carefully followed for a period of 4 or 5 years. It is hoped thereby to reach a more exact method of selection than the traditional one based on the school records.

379. 62

*Free Schooling (B.I.E.)***Free Schooling and
School Supplies.**

A new law on secondary education was passed in the Canton of Neuchâtel on October 21st 1947. Henceforth school supplies will be distributed free of charge to pupils of junior secondary schools. The outlay will be divided equally between the local authorities and the State. One effect of this measure will be the unification of text-books in all secondary schools.

In the Canton of Geneva, a bill has been introduced in its parliament (The *Grand Conseil*) concerning free secondary education (see Bulletin No. 81), according to which school supplies would be free for all pupils in junior and senior secondary schools who obtain the general average of 4.5 (out of 6) for their school work; the pupils of the senior secondary school who obtain that average would pay no fees; finally, maintenance grants of 360, 720, or 1080 Swiss francs would be granted to the latter when the parents' income is below a certain level.

SYRIA

378 (669. 1)

*Higher Education (B.I.E.)***Higher Education.**

The Arab University of Damascus has been enriched this year by the addition of two new faculties (arts and science) as well as a Higher Normal School. A Higher School of Engineers, under the University of Damascus, has been opened at Aleppo.

UNION OF SOUTH AFRICA

371. 13 (687)

*Training of Teachers (B.I.E.)***Men Teachers.**

Reporting on education in the Cape of Good Hope during the five-year period 1941 to 1945, the Superintendent-General of Education for the Cape of Good Hope refers to the increasing masculinity in the teaching profession which was discussed by the Salaries Commission in 1943. The following year, he states, a conference was summoned consisting of representatives of the Universities and University Colleges, the Teachers' Associations, the Training Colleges and the Department of Education to explore the question still further and to formulate recommendations in connection with it. As a result of the recommendations of the above-mentioned conference, it was finally decided in 1945: (a) that from the beginning of 1946 the training colleges at Cape Town and King William's Town would be set aside for women only; (b) that from and after the beginning of 1948 no man would be admitted to teacher training who does not enter upon a four years' course of specialised training after Senior Certificate. By these steps the number of men offering for the teaching profession would tend to decrease rather than increase.

At the same time the Superintendent-General of Education points out that during the past few years the teaching profession has for some reason become less attractive to young people, and that even the older generation who have served as teachers for years have begun to leave the profession to take up better-salaried posts outside.

UNITED STATES OF AMERICA

378 (73)

Higher Education (B.I.E.)

Science at Yale University.

In view of the growing impact of science on society, Yale University has introduced a new type of science teaching. All students, regardless of what they enrol for, will have to take one full year of science. Physics and chemistry are united in one topic. In the autumn of 1948, there will be a combined programme of zoology, botany and psychology. All courses will be basic and theoretical. At the same time science students will now have to take more courses in the humanities. The new programme aims at narrowing the gap between humanities and sciences and producing well-rounded personalities instead of one-sided specialists. (From the *Journal of Education*, March, 1948).

371. 372. — 371. 025 (73)

Broadcasting. — Parent Education (B.I.E.)

Parent Education on the Air.

The problems of childhood and of the relationship of parents to their children are now being recognized by the major radio networks as interesting subjects for adult listeners. One weekly programme in the winter of 1947 to 1948 "Doorway to Life" gives authentic case histories of typical parent-children problems, skilfully presented, although with delicacy and restraint, and including the remedial measures taken. Another weekly programme, "Are these our Children" is somewhat more sensational as it dramatizes behaviour problems which have brought children to the juvenile courts; it does not go deeply into the roots of the trouble, but it points out very effectively some of the parental mistakes which have resulted in juvenile delinquency. Yet another programme, "War Babies" underlines the emotional needs and problems of children, in the first grades of the public schools, whose first five years of life were lived among the family dislocations of war-time.

378. 96 (73)

Mutual Aid Among Students (B.I.E.)

University Co-operatives.

It is estimated that there were at the end of 1947, more than 100 catering co-operatives. The number of housing co-operatives is also growing. Last summer saw the foundation of the Co-operative League of

p 17628

the Students of North America which has an active membership of more than 50,000 students. Most of the co-operatives are spontaneous creations.

U.S.S.R.

371. 85 (47)

School Clubs (B.I.E.)

Youth Communities.

The chief aim of Soviet education is to broaden the social and political knowledge of children and develop their capacities. This is the business of the teachers, supplemented by the work of libraries and of youth communities. The latter are organised within the framework of the Young Pionners' Clubs and function out of school hours, they are of four kinds: educational, artistic, technical and recreational. From the 3rd school year any child may belong to these clubs, but he may not join more than two. In some schools there are as many as 8 such clubs grouped into a school association under the supervision of the headmaster. The Pioneers' Movement is very widespread. An example is the Leningrad Young Pioneers' Club which has its headquarters in a former palace of the tsars and employs 334 paid officials. There are even "floating clubs" in steamers. (*Emberneveles*, February, 1948.)

378 (47)

Higher Education (B.I.E.)

Creation of new faculties in universities.

In 1946, the number of institutes of higher studies in Soviet Russia was 792. Before the revolution universities had only 4 faculties (history and languages, mathematics and physics, law, medicine). During the last few years a great many new faculties have been created. Among these may be mentioned petroliferous, textile, fuel, aeronautical and cinematographic faculties. The principal aim of the universities is to prepare teachers for the higher classes of secondary schools; the length of the studies is generally 5 years.

INTERNATIONAL EDUCATIONAL ACTIVITY

37 N. — 379. 826

Vacation Courses. — Unesco (B.I.E.)

Seminars for Teachers.

During the summer of 1948 the Education Section of Unesco is again organizing seminars, thus bringing together outstanding educators from all parts of the world. This year there will be three such seminars, each lasting for 6 weeks, the general theme of all being "Education for a World Society". The first, to be held from 7th July to 18th August, at Adelphi College, near Lake Success, the home of the United Nations, will be devoted to "Teaching about the United

Nations and its Specialized Agencies". The second seminar, entitled "The Training of Teachers" will be held near London from 15th July to 24th August. "Childhood Education" (children from 3 to 13 years) will be the concern of the third seminar, planned to take place in Prague from 21st July to 25th August, 1948. Unesco will pay the administrative costs and board and room expenses of each participant at all three seminars, but the governments will be expected to arrange for the travel expenses of their participants.

37 N

International Conferences (B.I.E.)

**XXth International
Congress of Secondary
Education.**

This Congress, which took place in Edinburgh from 1st to 5th August 1947, adopted the following resolutions:

1. The Congress is of opinion that the exchange of teachers and pupils is of the utmost value, not merely in furthering the study of foreign languages, but more particularly in laying the foundation of understanding and co-operation among the nations of the world.

2. The Congress believes that in order to foster the development of a democratic outlook and international goodwill, means must be found of ensuring that pupils are not debarred from the opportunities of visits abroad by reason of the inability of parents to meet the cost.

3. The Congress is of opinion that every method of exchange should be developed: (a) exchange between family and family, a system which has worked very well, and should be further extended by means of a carefully thought out system of bursaries; (b) exchanges arranged under the system of linking of schools at present existing between certain countries; (c) exchanges of pupils in term time as far as practicable; (d) group exchanges with the proviso that the organisation must be free enough to allow young people to have contact with the people of the country being visited; (e) the establishment of international camps for schools.

4. The Congress is of opinion that there should be developed in each country a National Exchange Committee, under the aegis of the Government of the country, to act as a centre of information and co-ordinate the work of exchange.

37 N. — 371. 73 (42)
**International Congress
on Physical Education.**

Conferences. — Physical Education (B.I.E.)

The British Government has invited physical education experts from all parts of the world to attend an International Congress in London, from 23rd-26th July, 1948, immediately preceding the Olympic Games. The aim of the congress will be to bring to the notice of the many countries represented at the Olympic Games

the steps being taken in Great Britain to develop physical education in schools and colleges, physical recreation among the post-school population, and rehabilitation in the services and industry. Invitations have been sent to 100 countries, including the British Dominions and Colonies. British organizations and individuals interested in physical education are also being invited. The congress will be opened by Mr. George Tomlinson, Minister of Education, and the administrative costs will be covered by a grant from the Ministry.

379. 824

International Action in Educational Matters (B.I.E.)

**At the Ecumenical
Institute of Bossey.**

A summer school on educational problems was held, in August 1947, at the Ecumenical Institute of the Château de Bossey, a few miles from Geneva. The 28 participants, all of them teachers, came from the following countries: Czechoslovakia, England, France, Germany, Greece, Holland, Sweden, Switzerland, United States. They expressed their concern that all the responsibility for education should not rest upon the teachers, but that it should be shared by the whole of the community. Any group of people or any authority who claimed complete control over the life of young people would wield an absolute power which Christians feel to be too great for human frailty. Therefore they are anxious when they see voluntary educational bodies giving up their work and watch the tendency of the State to replace them and take upon itself all the relevant tasks. Another danger pointed out was the present confusion in the order of values. If man trusts in science and technical skill alone, instead of being guided by the human values generally accepted, he becomes the instrument of utilitarian and technical ends. The meaning and ultimate purpose of life are lost. The aim of education is to acquaint young people as far as possible with everything relative to human culture, to open to them the treasure house of the human inheritance, without allowing them to forget that man is shortlived and that his origin and his end are beyond himself.

379. 822

International Exchanges (B.I.E.)

**Opening of an International
Centre of Cultural Activities.**

Dr. Gattegno, General Secretary of the International Association for the Exchange of Young People, recently founded by the Institute of Education of the University of London, has opened at Neuilly (Paris) an International Centre of Cultural Activities. Young people from different countries have spent three weeks at the Centre, bringing with them a wealth of documentary information on their own country, which they use to write monographs and do group work on centres of interest. Dr. Gattegno foresees in the near future the establishment of such exchange centres throughout the world.

37 N. — 371. 863. — 377. 38

*Conferences. — Children's Literature. — Pacifist Education (B.I.E.)***Women's Conferences.**

Educational questions figured on the agenda of two important women's conferences in the autumn of 1947. Children's literature was one of the subjects studied at the first post war Conference of the International Council of Women, held at Philadelphia from 5th to 12th September, 1947, where the following resolution was adopted: "The Arts and Letters Committee of the International Council of Women draws the attention of writers, editors, parents and teachers, throughout the world to the importance of children's literature and its accompanying artistic illustrations in the building up of a spirit of peace and international understanding. It draws attention to the bad taste, crudity and violence which are too often the themes preferred by writers and artists of children's newspapers and books. The Committee urges the Women's Organizations in all countries to support every effort made to solve this problem". Members of the Congress of the World Union of Women for International Concord, which was held in Paris from 28th September to 1st October 1947, adopted a declaration in favour of the education of children for peace, and emphasized the importance of learning foreign languages in primary schools; of having books dealing with the history of civilization instead of the history of war; of having special films for children; of making civic, ethical and social education compulsory in schools for adolescents, so that they might learn to consider themselves citizens of the world as well as citizens of their own country.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

37 G

YEARBOOKS (B.I.E.)

The Year Book of Education 1948. London, Published in association with the University of London Institute of Education by Evans Brothers Ltd., 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. xiv & 600 p. Index. 63s. — After an interruption of seven years caused by the war, the Year Book of Education, which had become recognised as an invaluable and comprehensive aid in English to a comparative study of education, has once more made its appearance. The editors, working under the direction of a distinguished editorial board, have sought the co-operation of experts in various countries in an endeavour to answer two main questions: What have been the effects of the war on education? What measures of reconstruction and reform are in hand? The present volume only deals with the English-speaking countries and Europe while the 1949 volume will continue the survey in the rest of the world. In the opening section the editors review the general effects of war on education and then Professor Lauwerys discusses at greater length the effects on children and young people in Europe, stressing the gravity and the extent of the problems facing educationists in the post-war world. Section II on Great Britain deals separately with the educational reform in England and Wales, Scotland, and Northern Ireland respectively, and also with the Universities, the Royal Navy, the Army, the Air Force, and Informal Education. The section which follows contains articles from all the large English-speaking countries (United States, Canada, Australia, New Zealand, South Africa, Eire), while the remaining three sections (more than half of the book) describe the situation in the countries of North-Western Europe, Eastern Europe and Central Europe respectively. All the articles contain much valuable information; those on the Eastern European countries and on the U.S.S.R. in particular will be of special interest to educationists in view of the comparative lack of authoritative information usually available from these countries.

37 G (42)

YEARBOOKS (B.I.E.)

The Education Committee's Year Book 1948. London, Councils and Education Press Ltd., Published by "Education", the Official Organ of the Association of Education Committees. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 556 p. — For persons needing detailed information concerning the staff of the Ministries of Education in England and Wales, and in Northern Ireland, the Scottish Education Department, Dominion and Colonial Education Departments, and the Local Education Committees in Great Britain and Northern Ireland, this year book will be invaluable. It contains also lists of the Ministry's Circulars and Administrative Memoranda, statistics of the school meals service, information on physical education

2000 years the history of Western Europe has dominated the history of the World, but that this epoch has come to an end. "The major tension which now sets the direction and the pace of progress does not lie within Europe, but between the United States and Russia." East and West must meet in Europe and achieve an effective understanding, it is the issue of our time. He shows by several examples what deep cultural differences exist which will make this indispensable process difficult, slow and laborious.

37 A (861)

ECUADOR (B.I.E.)

EBAUGH, Cameron D. **Education in Ecuador.** Washington, D.C., United States Government Printing Office, 1947. 9 1/4 x 6 ins. 92 p. Bibliogr. (Bulletin 1947, No. 2.) 25 cents. — This study reviews the evolution of education in Ecuador and then passes to a more detailed account of elementary, secondary, vocational and higher education. One chapter is devoted to all matters concerning teachers for these various levels of education. A number of statistical tables are included in the text, which is supplemented by a bibliography.

37 A (728.4)

SALVADOR (B.I.E.)

EBAUGH, Cameron D. **Education in El Salvador.** Washington, D.C., United States Government Printing Office, 1947. 9 1/4 x 6 ins. 82 p. Bibliogr. (Bulletin 1947, No. 3.) 25 cents. — Beginning with a historical and geographical account, this survey gives all the salient points regarding elementary and secondary education in Salvador, other State activities connected with education and also details concerning the autonomous university of El Salvador.

37 A (728.5)

NICARAGUA (B.I.E.)

EBAUGH, Cameron D. **Education in Nicaragua.** Washington, D.C., United States Government Printing Office, 1947. 9 1/4 x 6 ins. 56 p. Bibliogr. (Bulletin 1947, No. 6.) 20 cents. — After a brief introduction to the country, its history and educational development, the author passes to a survey of education in Nicaragua, giving details concerning education at the elementary and secondary levels, in the various special or vocational schools and at the higher level, chiefly in the Central University of Nicaragua and at the Universities of Leon and Granada.

37 A (728.1)

GUATEMALA (B.I.E.)

EBAUGH, Cameron D. **Education in Guatemala.** Washington, D.C., Government Printing Office, 1947. 9 1/4 x 6 ins. 82 p. Bulletin 1947, No. 7.) 25 cents. — One of the most interesting sections of this study—which deals respectively with educational development, elementary, secondary, normal, technical, special, and higher education in Guatemala—is that on the various aspects of the new 1946 plan of elementary education resulting from the new Constitution and differing radically from the old concept of education. It will be some years before the provisions of the new plan can be fully implemented.

37 A (729.3)

DOMINICAN REPUBLIC (B.I.E.)

POTTER, Gladys L. and EBAUGH, Cameron D. *Education in the Dominican Republic*. Washington, D.C., Government Printing Office, 1947. $9\frac{1}{4} \times 6$ ins. 34 p. (Bulletin 1947, No. 10.) 15 cents. — The conclusions reached by the authors of this study from their survey of elementary, secondary and normal education, and the vocational and special offerings available in the Dominican Republic, is that progress continues to be made at all levels and that it is increasingly recognised that problems of education, and of social welfare and health as they affect education, are the concern of all. A special chapter is devoted to the University of Santo Domingo.

136.7

CHILD PSYCHOLOGY (B.I.E.)

HEMMING, James and BALLS, Josephine. *The Child is Right. A Challenge to Parents and other Adults*. London, Longmans, Green (1947). $7\frac{1}{2} \times 5$ ins. xiv & 176 p. 6s. — By relating vividly, sympathetically and often humorously, stories about the everyday life of children—from toddlers to adolescents—whom they have known themselves, the authors point out how often a child is bewildered, frustrated and even driven to rebellion through the lack of imaginative understanding of well-meaning and kindly but tactless grown-ups. As Lady Allen of Hurtwood says in her Foreword, "This book, so readable, so full of rational and helpful guidance, is worth a thousand theoretical lectures."

362.7. — 371.94

CHILD WELFARE. — FOSTER HOMES (B.I.E.)

DYSON, D. M. *The Foster Home and the Boarded Out Child*. London, Allen and Unwin (1947). $7\frac{1}{4} \times 5$ ins. 116 p. Bibliogr. Index. 6s. — Miss Dyson has had varied experience in social work and has been for some years Chief Executive Officer, Boarding-Out, of Dr. Barnardo's homes. Her thoughtful and very readable book will help supervisors of foster-children in their work and very specially those who are actually engaged in selecting foster homes. The innumerable factors to be considered if the boarding-out scheme is to be successful are examined with real sympathy for both children and foster-parents, and the alternative of the institution is shown to be advisable in some cases. Miss Dyson's conclusions are always illustrated from real life.

376.7

ADOLESCENCE (B.I.E.)

WATSON, Goodwin. *Youth after Conflict*. (Introduction by William H. Kilpatrick.) New York, Association Press, 1947. $9\frac{1}{4} \times 6\frac{1}{4}$ ins. xv and 300 p. Index. \$4. — In the first two thirds of this important and intensely interesting book, Dr. Watson studies, from a number of contemporary documents, American Youth after the Civil War, American and European Youth after the first World War, the general after-effects of war, and the "First Flowering of Modernism", which both he and Professor Kilpatrick consider owed very little to the 1914-1918 war, but was the natural outgrowth from seeds planted several decades earlier. A wise observer in 1918 might therefore "well have been able to foresee many of the significant developments of the coming decade". The last third of the book is devoted to an analysis of factors which have been developing over the last twenty years or so and are likely to shape youth's world in the next decade. The main data

result from group discussions and a collection of some 70 predictions representing a synthesis with a large admixture of the author's own judgment, woven into a design which emerges from the discussion and from recent events. Will it be peace or war? Dr. Watson thinks that "youth will live in constant insecurity—apprehensively dreading a war which many will talk about, but which will not come. The peace can be kept if faith in peace is sustained. The only thing we have to fear is fear".

377.94

VOCATIONAL GUIDANCE (B.I.E.)

INTERNATIONAL LABOUR OFFICE. Vocational Guidance. Geneva, International Labour Office, 1947. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 214 p. International Labour Conference, 31st Session, San Francisco, 1948. Report V(1). — As the Governing Body of the International Labour Office, at its 101st Session, decided to place the question of vocational guidance on the agenda of the 31st Session of the International Labour Conference, which is to meet on 17 June 1948 in San Francisco, the International Labour Office has collected many important documents on this problem. The present volume contains the results of its work, divided into five main sections: (1) Principles and Methods of Vocational Guidance for Young Persons; (2) Principles and Methods of Employment Counselling for Adults; (3) Principles of Administrative Organisation; (4) Training of Vocational Guidance Personnel; (5) Vocational Guidance Research and Publicity. The introduction which precedes these five chapters summarises the latest developments and the solutions proposed in 37 countries and another chapter defines the scope of vocational guidance. The Governments consulted were asked whether they considered it desirable that the International Labour Conference should adopt international regulations on vocational guidance and whether such regulations should take the form of a recommendation.

377.94(73)

VOCATIONAL GUIDANCE (B.I.E.)

American Job Series. Chicago, Science Research Associates, 1947 & 1948. Each 9×6 ins. 48 or 52 p. Illus. — This series of Guidance Monographs cover a wide variety of occupations and careers, giving useful information particularly for young people. Among those which have come to our notice are the following:— *Study Your Way Through School*, by C. d'A. Gerken, *Opportunities for Farming*, by Paul W. Chapman, *Work Experience — Preparation for Your Career*, by Thomas E. Christensen, *Understanding Sex*, by Lester A. Kirkendall, *Should You Go to College?*, by W. Lloyd Warner and Robert J. Havighurst, and three parts of the *Handbook of Job Facts*, by Alice Helen Frankel, Part I: Professional, Semi-professional, and Managerial Occupations, Part II: Clerical, Sales, Agricultural, Fishery, Forestry, and Skilled Occupations, Part III: Service, Semi-skilled, and Unskilled Occupations.

374.8 (689)

COURSES FOR ILLITERATES (B.I.E.)

HAY, Hope. Northern Rhodesia Learns to Read. London, Edinburgh House Press, 1947. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 32 p. (Education Overseas, No. 1.) 9d. (Post free 10d.) — The detailed account given here records a mass literacy development worthy of note, though not on a very large scale, which has been taking place during the past 2 or 3 years in Northern Rhodesia. No one method, however successful elsewhere, has

been borrowed in its entirety, although the study of several other methods have influenced the Rhodesian method. It is rather the outcome of local experiment, observation and natural growth, with certain characteristics peculiar to itself and satisfactorily adapted to local circumstances, needs and potentialities.

375.825

INTERNATIONAL TEACHING (B.I.E.).

CARR, William G. *One World in the Making. The United Nations.* Boston (Mass.), Ginn (1946). $8\frac{1}{4} \times 11$ ins. vi and 100 p. — This beautifully produced book suitable for schools exactly fulfils the purpose for which it was written, which was: "to make it as easy as possible for anyone, young or old, to understand the United Nations Charter". Part I tells why the Charter is important and how the United Nations organization works, it is illustrated by maps, charts and photographs. Part II gives the official text of the United Nations Charter side by side with some explanations and the facsimile of the signatures to the Charter on behalf of fifty nations. Part III consists in study helps and a bibliography.

375.825

INTERNATIONAL TEACHING (B.I.E.).

WILSON, Clara O. *Working Together in the United Nations.* Lincoln, Na., The University Publishing Company (1947). 8×6 ins. 32 p. Illus. 36 cents. — This booklet is intended to give young children in the elementary schools of America some idea of the organization of the United Nations and its various organs. Nearly every page has its sketch, often of the caricature type so much in vogue to-day.

375.82 (42)

Civics (B.I.E.).

HOGG, Quintin. *The Purpose of Parliament.* London, Blandford Press, $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 198 p. Index. 10s.6d. — What is the purpose of Parliament? In order to answer this question satisfactorily, the author, himself a Member of Parliament, traces the origin and evolution of the British Parliament throughout the centuries, ably discussing all the various factors which have modified or helped to mould the British Constitution as it is to-day. It is, however, his intimate and complete first-hand account of the complex Parliamentary machinery in all its varied phases which makes the book so valuable to the ordinary citizen.

375.82(42)

Civics (B.I.E.).

HAWGOOD, John A. *The Citizen and Government.* With 17 pictorial charts in colour designed by the Isotype Institute and 70 photographs. London, Nicholson and Watson (1947). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 128 p. Reading List. 6s. — Attractively and vividly presented with Isotype Charts forming an integral and essential part, this book has been written "to examine the various ways open to the British citizen to-day of actively participating in the life and in the running of the government of the country, to assess the extent to which he is making use of his opportunities, and to suggest ways in which he—and his Government—could do more". The most important part discusses the problem of citizenship and contains a good deal of necessary information—some of it of a historical nature—on parliamentary democracy, local government democracy and industrial democracy.

35. — 375.82 (42) . . . PUBLIC ADMINISTRATION. — CIVICS (B.I.E.)

SMELLIE, K. B. **A History of Local Government.** London, Allen and Unwin (1946). 7½×5 ins. 192 p. Bibliogr. (The New Town and County Hall Series, No. 2.) 7s.6d. — The modern English system of local government has evolved from the changes brought about by the industrial and scientific revolution and the growth of political democracy at the beginning of the 19th century. Since education is largely the concern of the local authorities, any changes in the structure and area of such authorities and in their relationship with the central authorities inevitably affects the administration and organization of the educational services of the country. All these essential changes are clearly explained in this comprehensive survey of local government in all its varied aspects. Administration in London is treated separately.

614. — 35 (42) PUBLIC HEALTH. — PUBLIC ADMINISTRATION (B.I.E.)

WILSON, Norman. **Municipal Health Services.** London, Allen and Unwin (1946). 7½×5 ins. 178 p. (The New Town and County Hall Series, No. 3.) 7s.6d. — Written before the British Government's proposals for a national health service had been made public, the first part of this book describes all the existing personal health services, i.e. those chiefly affecting the individual member of the community, which are controlled by, administered, or organised by the local government authorities, and particularly those provided by county boroughs since they have the widest powers. In the second part the author discusses the administrative machinery involved—showing how the powers and duties are distributed between the various authorities, and describing fully the part played by the local administration and by the Ministries of Health and Education.

372.21(931) PRE-SCHOOL EDUCATION (B.I.E.)

Pre-School Education. Report of the Consultative Committee on Pre-School Educational Services. Wellington ("Rotorua Morning Post" Print), 1947. 8½×5½ ins. 48 p. — The nine principal recommendations made by the Consultative Committee appointed early in 1945 by the Minister of Education, form the opening chapters of this report and these are followed by discussions on the various points raised. Realizing that little development can take place without the adequate staff to run the pre-school services, the Committee recommends an immediate short-term development period of five years during which the main concern of the Education Department should be the training of enough teachers to inaugurate a State system.

371.6. — 371.291 (42) SCHOOL BUILDINGS. — RURAL SCHOOLS (B.I.E.)

Planning Rural Schools for Children Under Seven. London, University of London Press, Published by arrangement with the Nursery School Association of Great Britain, 1946. 8½×5½ ins. 40 p. Illus. 2s.6d. — Being "a survey of the essential features of school buildings required for children between the ages of 2 and 7 years, by a Committee appointed by the Nursery School Association of Great Britain", this should be read in conjunction with the similar study "Planning the New Nursery Schools" (see Bulletin No. 76) dealing with urban conditions.

Both indoor and outdoor requirements are discussed, and guidance given where adaptation or extension is contemplated and possible. Three schedules of accommodation and equipment are included.

371.291 (73)

RURAL SCHOOLS (B.I.E.)

WILSON, Clara O. *Teaching Beginners in a Rural School*. Lincoln, Na., The University Publishing Company (1948). $7\frac{3}{4} \times 5\frac{3}{4}$ ins. 32 p. Illus. 40 cents. — Based on an extended study of five-year-olds in rural schools, this guidance plan is designed to help the teacher by suggesting objectives for the year's work and for each month separately, while emphasising the need for modification to fit individual children and the community.

5. — 3. — 375.2 NATURAL SCIENCE. — SOCIAL SCIENCE. — SCIENCE TEACHING (B.I.E.)

Science and the Nation. Harmondsworth (Middlesex), Penguin Books (1947). $7 \times 4\frac{1}{2}$ ins. 250 p. (Pelican Books) 1s. — Intended for the enlightenment of every citizen, this valuable book "is concerned with the future of British science and with the application of its new strength to the solution of the problems of peace". It is sponsored by the Association of Scientific Workers and written in their spare time by a group of its members, mostly young men and women, scientists, engineers and social scientists, who believe that "the artificial and stultifying separation of the social and natural sciences should cease". There is therefore an unusually wide range of interrelated subjects treated. Educationists will be particularly interested in the chapters on science as part of culture, science in general education, the training of scientists, and the politics of science.

375.2

NATURAL SCIENCE TEACHING (B.I.E.)

KALUMUS, H. *Simple Experiments with Insects*. London & Toronto, Heinemann (1948). $7\frac{1}{2} \times 5$ ins. xii and 132 p. Illus. Bibliogr. Index. 7s.6d. — Over a hundred experiments in insect behaviour and psychology are described in this scientific little book which will appeal both to the amateur entomologist and the student of biology. Forty illustrations help the reader to understand the clear and simple text. Schoolboys, who are generally interested in beetles and moths, will enjoy making these experiments, either individually or in class-room demonstrations. The apparatus needed ranges from nothing to simple pieces of mechanism which those who are mechanically minded can produce themselves.

375.41

GEOGRAPHY (B.I.E.)

MIDGLEY, C. *Beyond Atlantic Breakers*. A Geography of North America, with special reference to the U.S.A. Exeter, Wheaton, 1947. $8 \times 6\frac{1}{2}$ ins. 104 p. Illus. (The Golden Mean Geographies, Book IV.) 2s.6d. — Attractively produced with good illustrations and diagrams, this book is the fourth of a new series of eight books, each planned for six months' work in geography, including practical work and exercises to broaden the child's knowledge of the world. (The first book is an introduction to geography through local studies and the second a geography of the British Isles, while each of the others deals with a different region of the world.)

375.41. — 375.42 (71)

GEOGRAPHY. — HISTORY (B.I.E.)

SCOTT, Joseph M. *The Story of Our Prairie Provinces*. Sketches and Maps by Lloyd Scott and Kathleen Malr. Toronto, J. M. Dent & Sons (Canada) Ltd., (cop. 1943, 3rd printing 1947). $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 312 p. Illus. Index. — Written for youthful readers, this book tells the fascinating story of the Prairie Provinces (Manitoba, Saskatchewan, and Alberta), combining a great deal of geographical and geological knowledge with the history of the opening up of this vast area of Canada down to the present time. The introductory chapters describe the land when it was only a mass of rock and then the animal and vegetable life before the coming of man. Each chapter is supplemented by photographs or sketches and suggestions for things to do.

375.41. — 375.42 (71)

GEOGRAPHY. — HISTORY (B.I.E.)

SCOTT, J. M. *The Story of Our Canadian Northland*. Sketches and Maps by Illingworth Kerr. Toronto, J. M. Dent & Sons (Canada) Ltd. (cop. 1946, 2nd printing 1947). $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 224 p. Illus. Index. — The story told in this book deals with that extensive stretch of Canada "North of 60", the parallel of latitude forming the northern boundary of British Columbia, Alberta, Saskatchewan and Manitoba. Written in the same style and being equally attractively presented, it forms an excellent companion volume to the above.

375.42 (71)

HISTORY (B.I.E.)

DICKIE, D. J. and PALK, Helen. *Pages from Canada's Story*. Toronto, J. M. Dent & Sons (Canada) Ltd. (Reprinted 1946). $7\frac{3}{4} \times 5$ ins. 486 p. Illus. Index. — Two books have been fittingly combined to form this attractive and well illustrated volume written to introduce boys and girls of about 11 to 12 years of age to those thrilling episodes of Canadian history that will be of vital interest to them in later years. No attempt has been made to write a formal history, nor indeed "to sketch, except in the briefest manner, great constitutional changes or political struggles. Personalities and human and dramatic incidents have been given first place". The first part of the volume is composed mainly of selections from the Canadian History Readers by D. J. Dickie, chosen and arranged by Helen Palk, who herself has contributed most of the second part which contains the stories of Canada's growth from 1760 to the present day.

375.421. — 372.5

HISTORY OF CIVILIZATION. — WRITING (B.I.E.)

MOORHOUSE, A. C. *Writing and the Alphabet*. London, Cobbett Press, 1946. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 98 p. Illus. Index (Past and Present Series). 7s.6d. — This little book is the third in the series of "Studies in the History of Civilisation" issued under the general title of "Past and Present". It is profusely illustrated (24 text figures and 9 full-page plates), and well produced. After telling briefly the story of the development of writing from its origin in pictures to the alphabetic forms of writing, with their descent and the changes they have undergone, the author discusses the functioning of writing and its historical influence, incidentally giving the reader, whose interest is held throughout, an idea of some of the problems in language which still await solution.

371.372 (42)

SCHOOL BROADCASTING (B.I.E.)

PALMER, Richard. *School Broadcasting in Britain*. London, British Broadcasting Corporation (1947). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 144 p. Illus. Appendix. 3s.6d. — The story of the slow and cautious development of school broadcasting in Great Britain in its early days, the change of attitude towards it as a teaching aid, its adaptation and co-operation with other services, and finally its integration in the educational system is well told in this narrative with its fine photographic plates. Certain of the chapters have been written by specialists in particular fields and give an excellent idea of how the programmes are built up and produced. Miss Mary Somerville, who from 1929-1947 was Director of School Broadcasting, has contributed the introductory chapter on the service's early days. The book ends with a discussion of the problems still to be solved and two appendices showing the composition of the School Broadcasting Council and the programme of school broadcasts for 1947-1948.

372.4. — 372.9

READING. — LANGUAGE EDUCATION (B.I.E.)

BETTS, Emmett Albert. *Foundations of Reading Instruction*. With emphasis on differentiated guidance. New York, American Book Company (1946). $9\frac{1}{4} \times 6\frac{1}{2}$ ins. xiv and 758 p. Illus. Glossary of terms. Appendix. Index. \$4.75. — In this extraordinarily comprehensive work, the author, Professor of Psychology and Director of the Reading Clinic, Temple University, Philadelphia, thoroughly examines every aspect of the subject: The traditional or "lock step" instruction; the challenges it has met with; the reorganisation it is undergoing to meet pupil needs; all the range of differences in readiness for reading; the ways of developing readiness; the initial reading experiences; how to discover specific reading needs; directed reading activities; how to develop basic reading abilities; vocabulary development, etc. Reading used to be a "subject" and it was divorced from the problems of everyday living, now it is regarded as a process rather than a subject, and as a social tool used to meet social needs. Hence the complete transformation reading instruction has undergone or is undergoing.

372.4. — 271.237

READING. — RETARDED CHILDREN (B.I.E.)

KEIR, Gertrude (written by) and JACKSON, Carolin (illustrated by) *Adventures in Reading*. Books I to VI. London, Oxford University Press, 1946 & 1947. $7\frac{3}{4} \times 6$ ins. Each 32 p. 9d. — These six carefully graded reading books, each on a different topic, with their lively coloured illustrations, have been specially written for slow or backward readers by a specialist in remedial teaching of retarded children. They are based on sound psychological principles using the vocabulary and interests of a 10 year-old but the teaching methods of the Modern Infant School. The restricted but increasing vocabulary, repeated several times in fresh sentences of varying length, and the shortness of the books will ensure continuity of interest and a sense of making progress, so essential with backward children.

375.132. — 373 (931)

TEACHING OF ENGLISH. — SECONDARY
EDUCATION (B.I.E.)

SCOTT, W. J. *Reading, Film & Radio Tastes of High School Boys & Girls*. (Wellington), New Zealand Council for Educational Research,

1947. 8¾×5¾ ins. viii & 208 p. Index. (Educational Research Series, No. 28.) 10s. — This report, based on the replies of 4000 high school pupils to a questionnaire sent out in 1942, is the 2nd part of an investigation into the teaching of English in the post-primary school, its nature and aims, undertaken by the N.Z. Council for Educational Research. The report of the 1st part was published in 1946 under the title of *The Teaching of English: A Study in Secondary Education* (see Bulletin No. 83). Teachers everywhere will be interested in comparing with the tastes of their own pupils those of N.Z. boys and girls as regards books and periodicals, poetry and plays, and strongest cultural interests. In his conclusions, Mr. Scott discusses the educational and social implications of the material he collected and relates them to the teaching of English in high schools. He points out that the standards which the teacher tries to uphold in the school are all too often at odds with those which exist in the comparatively bookless homes of many of his pupils and which are expressed in the popular film and radio item. Moreover, the teacher is hampered by the size of his classes and the inadequate supply of library and class books.

375.106 (94)

LITERATURE (B.I.E.)

An Australian Muster. Selected by A. A. PHILLIPS. London & (Melbourne), 1948. (First Published by Melbourne University Press in 1946.) 7¼×4½ ins. 134 p. — In this "Australian Muster", Mr. Phillips has selected representative passages from Australian prose writers to bring together pictures of the varying scenes and varying ways of life, particularly on the frontiers of the 'Out-back' in the Australian continent. The passages selected all contain fine character sketches of the men and women concerned.

375.106 (42)

LITERATURE (B.I.E.)

The Poets' World. An Anthology of English Poetry. Chosen and Edited by James REEVES. London, Heinemann (1948). 7½×5 ins. 304 p. Notes. 6 s. — The poems selected for inclusion in this book are intended for reading in the upper forms of secondary schools and in training colleges, though many will be appreciated by somewhat younger pupils. Representing some of the best written in English from Saxon times to the present day—a period of well over 1,000 years—they differ greatly in style, theme and emotional interest. The poems are arranged in chronological order (date of birth of author), except that all the anonymous poems have been placed at the beginning, thus facilitating correlation with history and other studies.

371.863 (42)

CHILDREN'S MAGAZINES (B.I.E.)

Junior. For Young People With Ideas. (For boys and girls from 10 to 16.) (London, Children's Digest Publications.) 7×4¾ ins. 2s.6d. each or 11s. for 4 issues. — This is a delightful magazine, with very varied contents: stories; articles on sport, travel, art, music, current affairs, science; problems and puzzles; book reviews. Junior is also published in France and Italy and the editors exchange material, so that the magazine is internationally minded. It is profusely illustrated and the art section contains good coloured reproductions of famous pictures.

37 F

PERIODICALS (B.I.E.)

International Conciliation. New York, Carnegie Endowment for International Peace. $7\frac{1}{2} \times 5$ ins. — Two issues of this valuable review have been specially interesting for educators: No. 427, January 1947: **Japan and Germany, Problems in Re-education.** Official summaries of the reports of the two educational missions sent out by the U.S.A. and analysis of the reports by Dr. Zook, President of the "American Council on Education" and Chairman of the group which visited the American Zone of occupation in Germany. No. 438, February 1948: **Unesco: 1947-1948.** A study based on the Mexico Conference and prepared by Dr. Howard E. Wilson, member of the United States delegation.

37 E. — 375.998 (71)

REFERENCE BOOKS. — CURRENT EVENTS (B.I.E.)

HOBBS, E. A. (Selected and arranged by) **World Affairs Manual.** First-Fourth Supplements. Toronto, World Affairs Press Limited, 1943-1947. $8 \times 4\frac{1}{4}$ ins. 68, 92, 100, 120 & 84 p. resp. 50, 60 & 70 cents. — The original **World Affairs Manual** was published in 1943 in order to provide teacher and student alike with a compact, valuable source of information on outstanding events of the Second World War. The four Supplements which have followed so far have brought the chronology up to June 17th 1947. Although the greater part of each booklet deals with the international situation, there are items of more particular concern to Canadians and to those wishing to have information on Canadian administration.

37 G

YEARBOOKS (B.I.E.)

BUREAU INTERNATIONAL D'EDUCATION. Annuaire international de l'éducation et de l'enseignement 1947 (Mouvement éducatif). Genève, Publications du Bureau International d'Education, No. 101. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 280 p. Fr. 15. — As usual, this yearbook on education, which has now appeared for the ninth time, contains reports from countries in all parts of the world on educational developments during the past year. These reports were presented at the Tenth International Conference on Public Education which, for the first time, was organized jointly by the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization in accordance with the agreement concerning collaboration signed by the two organizations. While the 1946 yearbook, the first to be published after the war, was particularly interesting in that it showed the various legislative reforms contemplated in the field of education, that of 1947 is equally remarkable because it reveals to what extent those reforms have been put into practice in the various countries. It shows that many countries have had the courage to carry out great reforms even though all their energy is required for material reconstruction in many fields besides education.

37 G

YEARBOOKS (B.I.E.)

L'instruction publique en Suisse? Annuaire 1947. Publié sous les Auspices de la Conférence internationale des chefs des Départements de l'Instruction publique de la Suisse romande avec l'appui de la Confédération. 38^e année, par Louis Jaccard. Lausanne, Payot, 9×6 ins. 175 p. Fr. 6. — The first part of this new volume contains articles on different aspects of education by varied authors, while the second part concerns teaching problems and the school medical observation service. The third and most important part reviews school life in the various cantons

and contains much interesting information on the efforts being made to adapt the curricula and methods to the needs of the present time.

615.851

PSYCHOTHERAPY (B.I.E.)

SECHEHAYE, M.-A. *La réalisation symbolique*. Nouvelle méthode de psychothérapie appliquée à un cas de schizophrénie. Berne, Huber. Supplément de la Revue de Psychologie et de Psychologie Appliquée, No. 12 (1947). 9×6¼ ins. 96 p. Illus. Fr. 7.90. — Psychiatrists and psychologists will take equal interest in the detailed description of the treatment applied, year after year, to an adolescent girl suffering from schizophrenia with hallucinations, until her complete and lasting cure. Finding that ordinary psycho-analysis was not sufficient, Mme. Sechehaye experimented with an entirely original method. It required endless patience to conquer ever renewed difficulties and non specialised educators will learn from this unusual book lessons of dogged perseverance, of sincerity, scientific humility and selfless love.

15

PSYCHOLOGY (B.I.E.)

KOSTYLEFF, N. *La réflexologie et les essais d'une psychologie structurale*. Neuchâtel et Paris, Delachaux & Niestlé (1947). 8¼×6 ins. 264 p. (Actualités pédagogiques et psychologiques.) Fr. 8. — In devoting this work to a review and the defence of the theories put forward by the Russian psychologist Bechterew and his collaborators, the author presents a rich analysis of the psycho-reflexological interpretation of mental life, as opposed to subjective psychology an even to structural psychology. Constant reference is made to the works of Professor Piaget who has written the preface to this volume.

136.7. — 371.285

CHILD PSYCHOLOGY. — PSYCHOLOGICAL TESTS (B.I.E.)

PRUDHOMMEAU, M. *Le dessin de l'enfant*. Préface de Henri Wallon, Professeur au Collège de France, Paris, Presses Universitaires de France, 1947. 9×5¾ ins. xii & 174 p. Illus. (Bibliothèque de Philosophie Contemporaine.) Fr. franc. 200. — M. Prudhommeau has been studying systematically the drawings of normal and subnormal children since 1923. He has evolved, and perfected over the intervening years, a test consisting of 18 characteristic little models to be copied. This drawing-sheet is the most important test in the selection applied since 1943, in the Department of the Seine, to select subnormal children as pupils for special classes. Under present conditions a large book prepared by M. Prudhommeau could not be printed; this little book is a summary making the essential part of his research work available. The reproduction of 16 filled-in drawing sheets enables the reader familiar with child psychology to see how the author deduces his conclusions from the child's copies of the various little figures depicted in the models.

371.291. — 371.38

RURAL SCHOOLS. — ACTIVITY METHODS (B.I.E.)

FREINET, C. *L'éducation du travail*. Cannes, Ophrys, Ecole Moderne Française. 7½×4¾ ins. 378 p. Fr. franc. 130. — Choosing an entirely original theme, the author strongly criticizes the majority of schools to-day as being unrealistic. He then proceeds to be more constructive and to describe a village school as he would like to see it where the whole social and educational life is based on work. He believes that the child finds much personal satisfaction in work, provided

that it corresponds to his real needs and is within his capacity. One of the most original parts of Mr. Frelnet's book is his explanation of play based on the distinction between work-play and play-work.

371.025

PARENT EDUCATION (B.I.E.)

DUBOUQUET, Amélie. *Inexpérience ou l'enfant éducateur*. (Paris), Michon (1946). 9 1/4 x 7 1/2 ins. 192 p. Illus. (Tentatives Pédagogiques) Fr. franc. 240. — This is a delightful book, illustrated by children's drawings. The documents, dating from pre-war days, are partly notes taken day by day, partly articles written at that time for progressive French reviews. Amélie Dubouquet and her husband, when they were quite young parents, decided to be adventurous and depart from the beaten track in the education of their children. Their inexperience became their strength as it enabled them to keep an open mind and meet their children constantly on their own ground. The children's joyousness, spontaneous interest, desire to experiment were never discouraged. Friends prophesied that they would be hopelessly backward, but they passed the entrance examination for the lycée successfully and, as they had kept their eagerness and curiosity unchecked, their progress at school was satisfactory.

37 B (438)

HISTORY OF EDUCATION (B.I.E.)

JOBERT, Ambroise. *La Commission d'Éducation nationale en Pologne (1773-1794)*. Son œuvre d'instruction civique. Paris, « Les Belles Lettres », 1941. 10 x 6 1/4 ins. Illus. (Collection de l'Institut français de Varsovie). — The author, a former professor at the French Institute in Warsaw, gives a detailed picture of the economic, political and educational problems in Poland during the 18th century and describes the great reforms in education that were carried out in the reign of King Stanislas-Auguste Poniatowski. He speaks at some length of the work of the well-known Polish educator, Father Plariste Konarski, the founder of the School for Nobles at Warsaw, and on the establishment of the National Education Commission in 1773. The latter was a true forerunner of Ministries of Education. It was composed of Polish magnates of the century of outstanding personalities possessing an European culture, a French culture, such as Massalski, Michel Poniatowski, Adam Czartoryski and Ignace Potocki, who knew how to organize schools in an extremely original manner, by virtue of the principles of election and autonomy that they instituted for all grades of teachers. The material collected by Mr. Jobert constitutes an important contribution to the history of education.

371.301. — 372.1

PARTICULAR THEORIES. — TEACHING METHODS
FOR PRIMARY SCHOOLS (B.I.E.)

DONNAY, Jacques. *La fonction de globalisation et ses applications à l'enseignement en première année d'études*. Introduction pédagogique par Léon Jeunehomme. Liège, Desper (1945). 9 1/4 x 6 ins. 298 p. (Collection « Plan d'Études », No. 15.) — Fourteen years of research by a primary school inspector, in collaboration with the teachers in both town and country schools, have gone to the making of this book, the first part of which is a theoretic study on the function of the sentence method in teaching. The second part is devoted to a study of the mother tongue, while the third and most important part deals with the sentence method in practice. There is no doubt that teachers in service will find this book most helpful.

371.73

PHYSICAL EDUCATION (B.I.E.)

Hébertisme et médecine. Travaux de la Commission médicale de la Fédération française de l'Education physique. Paris, Fédération française de l'Education physique. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 120 p. — The studies comprising this work deal with the application of the Hébert method of physical education and show the relationship between physical education and medicine. Doctors analysed the effects on muscular development, respiratory organs, pupils' growth and weight, of this natural method, which considerably surpasses the usual limits assigned to physical education.

15

PSYCHOLOGY (B.I.E.)

NEUMANN, Max. *Über die Angst.* Basel, Schwabe, 1947. 9×6 ins. 200 p. Fr. 12.50. — The first part of this book by a well-known doctor, psychopathologist and psychotherapist deals with the problem of fear and its relation to illness (fear in pathology), and the second with fear considered not as a manifestation (symptom of an illness) but as a special reaction of the spirit (pathological reaction, neurosis). The third part considers fear as a categorical factor in human life, the rôle which it plays in connection with the conservation of the individual and of mankind and in community life. The theoretical aspect of the question is reserved for the fourth and last part.

377.94 (494)

VOCATIONAL GUIDANCE (B.I.E.)

JEANGROS, E. *Berufberatung und Nachwuchs im Gewerbe.* Bern, Schriftenreihe des kantonalen Amtes für berufliche Ausbildung, 1947. $8\frac{1}{2} \times 6$ ins. 32 p. — In this new pamphlet, Mr. Jeangros does not limit himself to a discussion of the current vocational guidance problems in the canton of Berne, but he puts forward numerous suggestions of a general order. Although he believes that a vocational guidance examination should be made compulsory to facilitate the choice of a career under the best possible conditions, he affirms that each individual should be left entirely free to make such a choice and that no constraint should be exercised by the authorities or by the guidance officer.

371.367

TEACHING BY DRAWING (B.I.E.)

PFENNINGER, Heinrich. *Dienendes Zeichnen. Wandtafelsskizzen für den Unterricht.* Winterthur, Schubiger (1947). $9\frac{1}{4} \times 6\frac{3}{4}$ ins. 120 p. Illus. — Lessons that are based solely on the spoken word are often quickly forgotten, whereas those combined with visual impressions leave more lasting effects on the pupils. With the aid of numerous sketches accompanied by explanatory notes, Mr. Pfenninger endeavours to show that with quite simple means, utilizing visual processes within the scope of all teachers, it is possible to animate a lesson and to make it more living and easily assimilable.

373. — 379.6

SECONDARY EDUCATION. — SCHOOL POLITICS FROM THE SOCIAL POINT OF VIEW (B.I.E.)

VALITUTTI, Salvatore. *La scuola e il problema sociale.* (Città di Castello) « Il Solco » (1946). $9 \times 6\frac{1}{2}$ ins. 110 p. Lire 120. — This volume has its contribution to make to the problem of equality of access to secondary education. It seeks to find the means and the conditions necessary for the full development of the individual's capabilities. The author is in favour of a multilateral secondary school based on the

pupils' aptitudes rather than on the social and economic position of their parents.

371.12. — 371.43 (45)

TRAINING OF TEACHERS. — ACTIVITY
SCHOOLS (B.I.E.)

BRENNA, Ernestina. *Il primo passo sulla via del magistero*. Guida pratica per tirocinanti e neo-maestri. Bergamo, Istituto Italiano d'Arti Grafiche (1947). 8 $\frac{1}{4}$ $\times$ 6 ins. 220 p. Lire 420. — Young teachers and prospective teachers will find inspiration in this little practical guide in which the author describes the institutions and methods which seem to him to respond best to the needs of the normal and of the subnormal child. The photographs selected as illustrations show particularly the activity of the experimental school, *La Rinovata*, in Milan.

371.291. — 371.43 (45)

RURAL SCHOOLS. — ACTIVITY SCHOOLS
(B.I.E.)

PICOZZI BOCCHINO, Maria Assunta. *Animo in cerca di luce*. Cronaca di un anno di scuola. Torino, Paravia (1947). 8 $\times$ 5 $\frac{1}{2}$ ins. 122 p. Lire 225. — Evacuated to the country during the war, an urban teacher recounts her experiences with the children of the first class in a primary rural school. Her simple but lively accounts show how she endeavoured to make her teaching active and concrete against a harmonious and homely background.

379.635. — 379.9 (72)

ILLITERACY. — OFFICIAL EDUCATIONAL
DOCUMENTS (B.I.E.)

VELASCO CEBALLOS, Rómulo. *La alfabetización en la Nueva España*. Leyes, cédulas reales, ordenanzas, bandos, pastoral y otros documentos. Prólogo de Miguel Huerta Maldonado. México, Ediciones de la Secretaría de Educación Pública, 1945. 9 $\times$ 6 $\frac{1}{4}$ ins. 130 p. (Instituto Nacional de Pedagogía.) — The first part of this volume is devoted to the history of the penetration of Spanish culture into Mexico since the conquest of the country. The author describes the educational work of the religious orders, the opening of schools by the Franciscans and the beginning of the movement for the education of the native peoples. The second and most important part of the volume is a compilation of the documents collected by Mr. Velasco Ceballos, including decrees and imperial ordinances on the education of the native population, addressed to the governors of the conquered territories by the kings of Spain from the XVth to the XVIIIth centuries. It contains much useful information concerning this little known period in the history of education.

378 (82)

HIGHER EDUCATION (B.I.E.)

DEL MAZO, Gabriel C. *Estudiantes y Gobierno universitario*. Buenos Aires, « El Ateneo » (1946). 8 $\times$ 5 $\frac{1}{2}$ ins. 274 p. \$ Arg. 6. — Well known in his country for his campaign in favour of university reform, the author of this volume is a convinced partisan for the participation of students in the administration of the universities. He reviews the history of the democratization of the five Argentine universities, giving a detailed account of the events which led to the university reform of 1918 and the founding of the Universidad Nacional del Litoral. He then discusses the problems of university life—from gratuity of higher education to the numerical limitation of the student body. The second part of his study is devoted to the development of universities in the other Latin American countries.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Twenty-sixth Meeting of the Executive Committee

This meeting was held on Monday 16th February 1948, at the International Bureau of Education. Messrs. Abraham and Picot presided.

ELECTION OF THE EXECUTIVE OFFICERS

Mr. Albert Picot, representative of Switzerland, Chief of the Department of Public Instruction for the Canton of Geneva and President of the National Council, was re-elected president. Mr. Ferretti, representative of Italy, was elected 1st vice-president, and Mr. A. Gastelú, representative of Ecuador, 2nd vice-president.

E.C. 168. — APPROVAL OF THE ACCOUNTS FOR THE YEAR 1946

The Executive Committee,

In virtue of the powers conferred upon it by Article 9 of the Statutes, Approves the accounts for the year 1946 ;

Thanks the members of the Bureau and especially the Swiss Federal Council for their financial assistance to the work of the International Bureau of Education.

E.C. 169. — BUDGET FOR THE YEAR 1948

The Executive Committee

Approves the budget estimates for the year 1948 submitted to it, in accordance with the powers conferred upon it by Article 11 of the Statutes.

E.C. 170. — PROLONGATION OF THE TEMPORARY AGREEMENT BETWEEN UNESCO AND THE INTERNATIONAL BUREAU OF EDUCATION

The Executive Committee,

Bearing in mind that at its second session the General Conference of the United Nations Educational, Scientific and Cultural Organisation invited the Director General to request the governing body of the International Bureau of Education to prolong the validity of the temporary agreement for a fresh period of twelve months,

Agrees with pleasure to prolong until 28th February 1949 the agreement signed in Paris on 28th February 1947 ;

Is gratified with the close collaboration established between the two organisations through this agreement and thanks the direction of the United Nations Educational, Scientific and Cultural Organisation for the spirit of understanding which it has shown in its relations with the International Bureau of Education.

E.C. 171. — RESULTS OF THE XTH INTERNATIONAL CONFERENCE
ON PUBLIC EDUCATION

The Executive Committee

Takes note of the report on the results of the Xth International Conference on Public Education convened jointly by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education ;

Expresses its gratitude to the 42 countries who were represented at this Conference, to the members of the Conference executive, to the rapporteurs and to the staff of the United Nations Educational, Scientific and Cultural Organisation for their part in helping to make this meeting a success.

E.C. 172. — XIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The Executive Committee,

Considering that Article V of the temporary agreement concluded between the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education makes provision for the International Conference on Public Education to be convened jointly by the two organisations,

Bearing in mind the decisions taken by the joint Unesco-I.B.E. at its third meeting, held in Paris on 30th January 1948,

Notes that the XIth International Conference on Public Education will be convened jointly by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education ; that it will meet in Geneva on 28th June 1948 and that its agenda will include the following four points : 1) Reports on educational developments in the various countries during 1947-1948 ; 2) the rôle of school psychologists ; 3) the teaching of handwriting ; 4) teaching regarding the United Nations and the Specialized Agencies ;

Expresses its satisfaction that during this Conference a tribute will be paid to the forerunner of international collaboration in educational matters, Mr. Marc-Antoine Jullien.

E.C. 173. — PUBLICATIONS OF THE BUREAU

The Executive Committee

Is pleased to note that the number of publications issued by the International Bureau of Education has reached a hundred ;

Draws attention to the interest arising from this collection of documentary works on different aspects of education ;

Congratulates the Bureau on having placed at the disposal of school authorities and of educators a series of publications which contribute in making known the educational efforts of the last twenty years.

E.C. 174. — STATE OF CURRENT INQUIRIES

The Executive Committee

Notes with satisfaction that the following 46 countries have replied to the inquiry on the teaching of handwriting: Albania, Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Canada, Chile, China, Colombia, Cuba, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Finland, France, Greece, Guatemala, Haiti, Holland, Honduras, Hungary, India, Iran, Ireland, Italy, Lebanon, Luxemburg, New Zealand, Nicaragua, Panama, Peru, Portugal, Roumania, Salvador, Siam, Sweden, Switzerland, Syria, Turkey, Union of South Africa, United Kingdom, United States of America, Uruguay.

Is pleased to note that the following 42 countries have replied to the inquiry on school psychologists: Argentina, Australia, Austria, Belgium, Bolivia, Canada, China, Colombia, Costa Rica, Cuba, Czechoslovakia, Denmark, Dominican Republic, Ecuador, Ethiopia, Finland, France, Greece, Guatemala, Hungary, Italy, Lebanon, Luxemburg, Mexico, New Zealand, Nicaragua, Norway, Panama, Peru, Philippines, Poland, Roumania, Salvador, Siam, Sweden, Switzerland, Syria, Turkey, Union of South Africa, United Kingdom, United States of America, Uruguay.

E.C. 175. — INQUIRY ON THE TEACHING OF READING

The Executive Committee

Empowers the Director to undertake an inquiry into the teaching of reading;

Approves in principle the draft questionnaire submitted to it.

E.C. 176. — INQUIRY ON THE INTRODUCTION TO NATURAL SCIENCE

The Executive Committee,

Bearing in mind that the Council has requested the Director to undertake an inquiry on the introduction to natural science in the primary school,

Approves in principle the draft questionnaire submitted to it.

E.C. 177. — STAFF

The Executive Committee

Takes note of the resignation of Miss Pernette Chaponnière and of Miss Christiane Dunant;

Thanks them for their devotion and competence in the carrying out of their functions;

On the proposition of the Director of the International Bureau of Education, appoints Mrs. Marguerite Dérizac and Miss Marcelle Collet, Members of Section of the Bureau.

RESEARCH DIVISION

School Organisation and Legislation Section

Inquiry on School Psychologists. — The analysis of the replies received for this inquiry from 44 countries is completed. The Section is now engaged in drafting the general summary.

Inquiry on the Teaching of Handwriting. — Replies to this inquiry have reached us from 48 countries. The analysis of these is also completed and the general summary is being compiled.

INFORMATION DIVISION

Documentation and Information

Letters. — Letters received: October, 265; November, 290; December, 231; total, 786. Letters despatched: October, 272; November, 331; December, 287; total, 890.

Books received for the library and for the collection of children's books during the third quarter of 1947: 627.

Publications of the Bureau

Recently published:

Annuaire international de l'Éducation et de l'Enseignement 1947.
Mouvement éducatif. 280 p. Fr. 15.

YEAR XXII

2nd QUARTER 1948

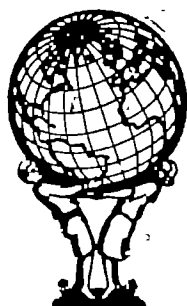
N° 87

BULLETIN

OF THE

INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASORNDAT MUNDUS

GENEVA

INTERNATIONAL BUREAU OF EDUCATION

INQUIRY ON THE INTRODUCTION TO NATURAL SCIENCE IN THE PRIMARY SCHOOLS

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

I. The Place of Nature Study in the Curriculum

1. Is an introduction to Natural Science under any form whatsoever part of the curriculum of the Primary School ?
2. If it is a separate subject :
 - (a) under what name does it figure (Nature Study, Object Lessons, Biology, Regional Surveys, Elementary Science, etc.) ?
 - (b) In what classes (grades) is this subject taught ?
 - (c) How many weekly periods are devoted to it in each class (grade) ? How long is each period ?
3. If it is taught incidentally in connection with other subjects :
 - (a) What are those subjects (Health Education or Hygiene, Home Making, Physical Education, Geography, etc.) ?
 - (b) What importance and how much time are given to it within those subjects ?

II. Aims of the Introduction to Natural Science

4. Are there official instructions or suggestions concerning the aims to be attained in teaching the rudiments of Natural Science at the Primary School level ?
5. If so, what are the aims mentioned ?

III. Curricula and Methods

6. What are the rudiments of Natural Science figuring in the curriculum of the Primary School, either as a separate subject or in connection with other subjects (rudiments of Botany, Biology, Zoology, Chemistry, Physics, etc.) ?
7. Is any use made of the biographies of great scientists ?
8. Are there official instructions or suggestions concerning the methods to be used for imparting the rudiments of Natural Science ? If so, what are their requirements ? If not, what are the methods most commonly used ?
9. What importance is given respectively to formal teaching, observation and active experimentation ?

10. In what way are observations and experimentation carried out (indoor experiments, school gardens, keeping of pets, outdoor observations, nature rambles, handicrafts, visits to factories and to agricultural stations, etc.) ?
11. Is the elementary knowledge acquired applied practically to daily life (in such matters as health, nutrition, clothing, climate, transportation, etc.) ?
12. Are there official instructions concerning the choice and use of textbooks ? If so, what are their requirements ?
13. What aids to teaching are used (natural objects, aquaria, terraria, pictures, lantern slides, films, broadcast lessons, books in the school library, school museum, etc.) ?

IV. *Teaching Staff*

14. How are future teachers prepared to teach the rudiments of Natural Science ?
15. Are refresher courses organised to keep teachers informed of recent scientific discoveries and new methods of teaching ?

V. *Miscellaneous*

16. Have any modifications been introduced recently in the teaching of the rudiments of Natural Science in the Primary School or are any contemplated in the near future ?
 17. Supplementary information related to the subject.
 18. If possible, kindly add to your reply a selection of textbooks used in your country for teaching the rudiments of Natural Science in the Primary School. The text-books will figure in the international collection at the International Bureau of Education.
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INQUIRY ON THE TEACHING OF READING

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

I. Place given to the Teaching of Reading

1. In what class (grade) and at what age do children begin to learn to read in the Infant or the Primary School ?
2. What is the number and length of weekly periods devoted to learning to read ?
3. By what age and in what class (grade) are children expected to read fluently ?
4. What is the number and length of weekly periods devoted to exercises in fluent reading in each class (grade) of the Primary School ?
Kindly state whether reading is always taught as a separate subject or whether, once fluency has been achieved, it is taught in connection with other subjects.

II. Methods used for the Teaching of Reading

5. Are there official instructions or suggestions concerning the methods to be used in teaching to read ? If so, what are the methods prescribed or suggested (sentence, phonic, look-and-say, etc.) ?
6. If no methods are prescribed or suggested, what methods are most commonly used in teaching children to read ?
7. Are there official instructions or suggestions concerning the choice and use of text-books for teaching to read ? If so, what are their requirements ?
8. What auxiliary equipment is used for teaching to read (movable letters, flash cards, games, small printing press, etc.) ?
9. Do marks obtained in reading count for transfer to a higher class (grade) ? Are standardised tests or reading scales used to measure reading ability, both in respect of fluency and of understanding what is read (tests of silent reading) ?
10. What is done to help children who meet with special difficulties in learning to read (remedial teaching, individual teaching, psychological investigation, etc.) ?

III. *Miscellaneous*

11. Are there special courses for teaching illiterate adults to read? If so, how are they organised and what teaching methods are used?
 12. Have any modifications been introduced recently in the teaching of reading or are any such modifications contemplated?
 13. Have any experiments been carried out with specific methods and are reports of such experiments available?
 14. What are the most recent books published in your country on methods of teaching to read?
 15. Supplementary information related to the subject.
 16. If possible, kindly add to your reply the equipment and text-books most commonly used to teach reading in the schools of your country. The text-books will figure in the international collection at the International Bureau of Education.
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I. THE EDUCATIONAL WORLD

In order to facilitate the card index classification of these news items by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

ARGENTINA

372. 21 (82)

Preschool Education (B.I.E.)

Infant Schools.

The Argentine Parliament has brought forward a measure for the opening of kindergartens in every district of Buenos Aires (where they do not already exist) and also in connection with every training college. The staff in charge will have the same salary, rates of promotion, and retirement rights as the primary school teachers under the National Council of Education.

371. 6 (82)

School Buildings (B.I.E.)

The Building of Schools.

The General School Board in Buenos Aires has commissioned the Board of Architecture to draw up a plan for school buildings. A total of 1504 new school buildings need to be built and 115 existing buildings repaired and modernised. A further 112 new schools for children of pre-school age will be needed. The total cost of all this will amount to 345 million pesos.

AUSTRALIA

371. 196 (94)

School Psychologists (B.I.E.)

Psychological Branch.

Psychological work in the Department of Education for South Australia began in 1920, and continued for many years under the general control of the Principal Medical Officer, states the Minister of Education in his Report for the year ended 31st December, 1946. The year 1946, however, saw a change of procedure. With the appointment of a Psychologist, a Psychological Branch was set up, to include the work of the psychological clinic, the opportunity classes, vocational guidance, and aptitude testing. The work is progressing satisfactorily, and the branch is proving its value in the educational scheme, particularly in providing aid for "special cases".

371. 259 (94)

*School Celebrations (B.I.E.)***Conservation
and Arbor Day.**

The need for the conservation of natural resources is strongly felt in Australia, and it is realized that one of the best means of ensuring concerted effort is to gain the co-operation of schools in interesting the pupils, their parents and friends. With this aim in view, the schools are asked to set aside one day each year as Arbor Day or Conservation Day when special activities are arranged, usually including the planting of trees or shrubs by the school children, with due regard to local conditions. In many districts schools assist farmers to plant trees and shrubs on their farms. Expert advice on the suitability of trees for the district and where and how to plant them is always available. This practice of celebrating Arbor Day or Conservation Day is fairly general throughout the Commonwealth of Australia but the actual arrangements differ in the various States.

AUSTRIA

374. — 378 (436)

*Adult Education. — Higher Education (B.I.E.)***"Working" Students.**

The number of students, which had decreased by 50% during the war, has rapidly risen since the end of hostilities, and has now reached the record figure of over 2 million. The Government helps demobilised students with educational grants. In order to give workers a chance to finish their studies several firms have introduced a half-time work time-table, whilst several higher schools have organised courses in 'shifts', from 7 a.m. to 11 p.m. The Government has also established employment agencies for students, which are to collaborate with local industrial agencies and influence public opinion in favour of part-time work for students.

371. 861 (436)

*Children's Reading (B.I.E.)***Establishment of an
Austrian Commission for
Children's Literature.**

A Literary Commission (*Jugendschriften Kommission*) was set up in May 1947 to fight against the ever-growing publication of works unsuited to children. This Commission consists of 30 members, including representatives from the Government, the regional educational commissions, publishers' and authors' associations, the Catholic and Evangelical Churches, and the three political parties. The work of this Commission is to encourage the publication of good children's literature, and to prevent, in so far as is possible, the distribution of children's books and papers that are either immoral or of no literary value.

BELGIUM

373. 54 (493)

*Technical Education (B.I.E.)***Plan for the Reform of
Technical Education.**

The Higher Council of Technical Education recently drew up a plan for submission to Parliament for the reform of technical education. This plan puts forward the opinions of representatives of both private and public education, of employers' and workers' trades unions, of the political parties, and of Ministry of Education experts, as well as of the General Board of Technical Education. According to this plan, children who, after 6 years in the primary classes, do not intend to go on to the middle school, must follow a pre-vocational course between the ages of 12 to 14 years. Boys of 14 who wish to become skilled workers, and who do not follow technical courses during the day, will be obliged to attend compulsory technical training. The novelty of this scheme is that this training, with the employers' permission, will now be combined with factory work. The apprentice, for a stipulated number of hours will learn his trade in the work-shop itself. For these hours he will be paid at the same rate as for his "production-work" hours. The apprenticeship will provide not only specialised vocational training, but it will also serve as an introduction to the "household jobs" men can do. The object is to give men more manual skill for the carrying out of small repairs about the house and for its upkeep. This kind of training has already been tried, with considerable success, at the Labour University of Charleroi. For those labourers who have neither the will nor the ability to become skilled workers, training courses are to be provided either at the school or at the factory, amounting to 200 "work hours" a year. For this time payment will likewise be made by the State. The Government plan also provides an opportunity for girls of 14 to 16 to prepare for their position as housewives. The scheme is conceived on much the same lines as that in force for boys, allowing for 200 hours of training a year, paid for by the State.

371. 383. — 377. 4 (493)

*Dramatisation. — Artistic Education
(B.I.E.)***An Introductory Course
in the Use of Dramatic
Art in Teaching.**

One of the questions which interests those responsible for the secondary schools and teacher training establishments is the use of dramatic art in teaching young people.

The officials of the Ministry of Education, who are also interested, have got into touch with the management of the National Theatre. Several discussions have taken place from which it became evident that if classic plays, taught on the stage itself—account being taken both of the actors' ages and the parts they were expected to act—can be of great educational value, it would also be very interesting

to allow the children to act in plays written for, or even by themselves, where their self-expression would be allowed full play. This fresh aspect of dramatic art, together with the need for teachers to have some further training in their work as producers, caused the Ministry of Education to invite them to the first introductory course of its kind in Belgium, where those interested could get into direct touch with the living theatre, and where they could also complete their pedagogical training by attending classes given by people who have chosen dramatic art as their career and ideal. The course took place at Laeken Training College at the end of December and lasted for four days. Under the guidance of instructors, assisted by a company of young actors and technicians, the time was divided between lectures and the studio. The whole course was a living lesson in community spirit, self-effacement, team-spirit, and zest for work. (*L'Athénée*, January-February 1948.)

CANADA

371. 13 (71)

In-Service Training (B.I.E.)

Refresher Courses.

Refresher courses organised by the School Commission under the auspices of the Department of Education, were attended by more than 2000 Montreal teachers (men and women). Two courses were held every Saturday for five weeks from 9th January to 5th March, and dealt with eight subjects from the school curriculum. Those teachers who followed the courses and passed the written examination will be awarded certificates, and they will be allowed to count the time spent at the course toward any promotion test. (*L'Enseignement*, Montreal, January 1948.)

371. 913 (71)

Speech Defects (B.I.E.)

Speech Correction Courses for Young People.

The Canadian Junior Red Cross has organised remedial courses at Montreal Hospital, to correct the defects of children who for one reason or another cannot speak intelligibly nor make themselves understood. Out of their own funds the juniors pay a specialist who uses mirrors and gramophone records to a large extent. The results have been so satisfactory that it has been decided to engage another specialist in orthophonic teaching.

CHILE

373. 54. — 378 (83)

Technical Education. — Higher Education (B.I.E.)

Opening of a Technical University.

As part of its programme for the development of vocational training, the government of Chile, by a decree (No. 1831) dated April 9th 1947, has established a State Technical University, under

the control of the Minister of Education. This University unites the School of Industrial Engineering, the technical courses of the School of Arts and Crafts, the Mining Schools at Antofagasta, Copiapo and La Serena, as well as the Industrial Schools at Concepcion and Valdivia which come under the jurisdiction of the director general of vocational education, and all courses for training technicians and industrial engineers the details of which will be decided later. The directors of the above-mentioned institutions will constitute a consultative council which will assist the director general of vocational education in putting into force the syllabus planned for the State Technical University.

CZECHOSLOVAKIA

379. 66 (437)

Equal Opportunities (B.I.E.)

The New Education Act.

The new Education Act of April 21st 1948, legalises the establishment of one type of school for all. According to the terms of the Act the first five grades of the existing primary schools will become "National Schools", as from the beginning of the 1948-1949 academic year. The first three grades of the higher elementary schools will be amalgamated with the existing secondary schools to form the middle schools to which the fourth grade will be added in the 1949-1950 academic year. The top forms of the present secondary schools, together with the vocational and technical schools, will successively become, as from the 1950-1951 academic year, third stage schools. The training schools for primary teachers will become grammar schools.

DENMARK

371. 262 (489)

Examinations (B.I.E.)

**Examinations
and the Curriculum.**

Representatives of the Ministry of Education and the universities, as well as 400 teachers, attended the annual conference of the Danish National Union of Grammar School Teachers which opened in Copenhagen on 20th October, 1947. One of the questions on the agenda which called for most discussion was the domination of the curriculum by external examinations, which resulted in too much book learning and cramming and deprived the school of the time to develop initiative, creative power, and self-reliance. It was recommended that the examination should be much simplified and freed from central control, that the oral examination should be abolished and replaced by a written test of productive work rather than receptive ability. At the close of the conference it was agreed

that the Minister of Education should be invited to appoint an expert committee to investigate the desirability of counteracting the influence of the certificate as the only criterion for admission to scientific high schools.

EGYPT

373. 52. — 373. 56 (62)

Agricultural Teaching. — Nautical Training (B.I.E.)

New Schools.

The Egyptian Minister of Education recently opened a new agricultural school for boys at Damanhour and has given his approval to the allocation of part of the 1948 budget for the opening of a new agricultural school for girls.

After being closed for three years, the Naval College at Alexandria has reopened its doors. The four-year course of study covers practical training in seamanship, meteorology, navigation, sailing, electricity and radio.

FRANCE

374. 1 (44)

Continuation Schools (B.I.E.)

Popular Education and Activity Methods.

Since 1946 an original experiment has been taking place at Poitiers Academy, where, at the instigation of the regional board a "Popular Education and Activity Methods" group has been formed for the training of popular education organisers. Bearing in mind that, especially in an agricultural academy, the organisers that are needed are to be found mainly among the teachers, the group has drawn up a training scheme consisting of two essential sections: (a) the opening of a continuation school training centre, near every training college; (b) the organisation of courses for the benefit of pupil-teachers.

378. — 371. 372 (44)

Higher Education. — Radio (B.I.E.)

The Inauguration of Radio Sorbonne.

Radio Sorbonne was inaugurated on December 1st, 1947. It is the first transmission, in Europe, of a University course. For the time being only courses in history, philosophy and literature are broadcast. Later with the help of television, it will be possible to transmit courses in mathematics and science. This innovation seems likely to have important national and international repercussions.

GERMANY

373 (43)

*Secondary Education (B.I.E.)***Secondary Education.**

In Germany many medium trends are discernable (such as those in Baden, Wurtemberg and Hessen) which fall between the two tendencies, on the one hand to establish secondary schools on the study of the humanities (as in Bavaria, the North Rhine, Westphalia and Lower Saxony), and on the other to seek to replace the study of Latin by a modern language (as in the French zone of Lower Saxony). At Wurtemberg the curriculum provides for a general school of 9 grades, followed by a technical school of 3 grades, in all 12 years of compulsory education. For university candidates a 13th year leads up to the matriculation examination. The general school is divided into 3 stages: a lower or fundamental stage, lasting 6 years, an intermediate stage lasting 3 years, and a higher stage lasting from 3 to 4 years. After the 5th year a modern language (English) is taught for the first time. There is one syllabus for the 4 lower classes, but the staff are obliged to give advanced pupils extra coaching, especially in German and Arithmetic. There is a break in the syllabus after the 5th grade, when a choice of subjects is made. After the 6th and 9th grades a fresh choice is made. The intermediate stage (grades 7 to 9) is known as the middle school. This has 5 divisions the syllabuses of which are alike as far as possible, so that the pupils may pass easily from one division to another. A vocational and industrial side can lead to the Schools of Engineering and of Architecture. The educational system of Wurtemberg has certain analogies with that of the French zone (see Bulletin No. 86): the break with the rigid curriculum of the old high schools, communal study groups, measures in favour of outstanding pupils, education towards a sense of responsibility, steps taken with a view to the circumstances and needs of country schools, an appeal for parental and parochial co-operation, school assemblies and festivals, and the establishment of boarding schools for gifted country pupils. (*Pädagogische Welt*, Heft 3, 1947.)

GREAT BRITAIN

374. 1 (41)

*Continuation Schools (B.I.E.)***Day Release Education.**

Landside College, Glasgow, established last year for young employees between the ages of 15 and 18 years, made a point of convincing the students that they were not returning to school, but that this was an adventure of responsible young people in self-education. The work is essentially experimental and aims at producing in the individual student an increasing degree of self-development, civic awareness and vocational citizenship. The first enrol-

ment was of 317 students—255 boys and 62 girls; each attending the college on one fixed day each week from 9 a.m. to 5 p.m. The college year is of 41 weeks (which will be increased in August 1948 to 45 weeks). The younger students attend at the beginning of the week, the more mature on Thursdays and Fridays. Lunch and tea in common provide opportunity for social life. All students take English, social studies and physical education. In addition, boys take calculations, and wood and metal work, and girls speech training (including drama), art and art crafts. Optional subjects for boys include drama, music, gardening, commercial subjects, and discussion groups; for girls, home economics, music and commercial subjects. The students speedily enter into community living and welcome opportunities for self-government. They have a Students' Representative Council, have established a fund for supplying newspapers to their common-room and have started students' clubs meeting in the evening. (From *The Scottish Educational Journal*, March 5, 1948.)

371. 386

*Interschool Correspondence (B.I.E.)***Exchange
of Correspondence.**

The Ministry of Education early in March sent to all local education authorities details of a scheme which will enable German school children to exchange letters with British children. The scheme, which has the approval of the Foreign Office, originated as a result of the many requests sent to the Education Branch of the Control Commission by German school children. It is pointed out that during and since the Hitler regime, German children have been almost completely isolated from the outside world. In view of the future peace and welfare of Europe, it will be valuable for German schools to learn what is done in British schools to foster both individual responsibility and a sense of community while British children will hear about conditions in Germany and what life is like there. The suggestion is that secondary schools in the British zone of Germany (of which there are about 700) should be paired-off with similar schools in Britain. A knowledge of German will not be indispensable on the part of British children, as most German boys and girls of 14-18 years read English well. It is expected that language masters in Britain will supervise the correspondence to ensure that it has the maximum educational value and to check any undesirable tendencies. (*The Schoolmaster*, March 1948.)

HUNGARY

374 (439)

*Adult Education (B.I.E.)***Popular Colleges.**

Since the end of the war popular colleges have taken on a new lease of life. Their originality lies in the fact that they were established in answer to a

popular demand, and without any state intervention. Thus in 1946, there were 44 popular colleges in Hungary with a total of 1627 pupils. In June 1947 the number rose to 71 with 2870 pupils, in the autumn of 1947 to 124 with 6067 pupils, in March 1948, to 133 with 6680 pupils, finally on March 15th to 158 colleges with a total of about 10,000 pupils. From the educational point of view the system of education in these colleges is interesting. The students enjoy an almost complete independence. They freely elect their own staff and the head is often the same age as the pupils. Besides the ordinary university courses students can also receive vocational training. The popular colleges are now arranged in faculties. There are colleges for the training of future teachers, historians, lawyers, linguists, engineers, doctors, economists, veterinary surgeons, etc. The pupils can expel from the college those who have not obtained satisfactory results in their studies.

375.72 (439)

Exhibition of Children's Drawings.

The Teaching of Drawing (B.I.E.)

In December 1947, the art section of the Budapest Institute of Educational Sciences arranged an exhibition of drawings by pupils in Budapest. This exhibition, which gave a good idea of the prevailing trends in the teaching of art in Hungary, was an occasion for many exchanges of opinion among teachers, especially on the following subjects: 1) The part played by drawing in natural expression in human civilisations; 2) The chief characteristic features in the present day teaching of art; 3) Methods for use in the general schools; 4) The link between modern methods and the artistic ideas of the teacher. From these talks it became apparent that the objectives of teaching art have changed. According to the old method it was sufficient to give pupils practical knowledge that would be of use in life. Present ideas consider this goal to be insufficient. The pupil must be able to use drawing to express his mood spontaneously. Drawing in this sense is of great value in the psychological development of the child. Present methods of expression therefore tend to emphasize the pupil's natural ability and to avoid imposing on him adult methods of expression. It is therefore essential that art teachers should have a good educational training. The Institute of Educational Sciences has arranged for periodical meetings to take place in every district of Budapest for the benefit of junior class teachers in the general schools. They will be kept up to date in the latest principles in the teaching of art.

INDIA

378 (54)

New Universities.

Higher Education (B.I.E.)

A number of new regional universities in India have recently been opened or are being contemplated to serve the various linguistic divisions of the

country. Rajputana University is already an accomplished fact and Poona University is in the making, while Sind has enacted the necessary legislation for having a university of her own and has appointed a Vice-Chancellor. A private donation for the purpose will enable Saugor University to be built. Plans are now being prepared for a new university for Gujarat which, it is proposed, will cater for the needs of higher education of the Gujarati speaking areas in western India. The idea was first put forward in 1926 by the Setalvad Committee appointed by the Government of Bombay which recommended the creation of four additional universities in the area now under the jurisdiction of the Bombay University. (*The Indian Journal of Education*, Vol. XII, No. 2.)

372. 21 (54)

Pre-School Education (B.I.E.)

Montessori Method.

In July 1947 a permanent Training Centre for Montessori teachers was opened at Adyar under the auspices of the Theosophical Society, as part of a memorial to Annie Besant. The sponsoring "All-India" committee is largely non-theosophical and the Centre is under the personal direction and educational control of Doctor Montessori herself. The Primary Course of three months was attended by about 45 students from all parts of India and from Ceylon. The Governments of Travancore, Nepal and Bombay sent official delegates (14 from Travancore, 2 of whom are to be trained as inspectors). The Advanced Course—for students who have taken, either at Adyar or elsewhere, the Primary Course and obtained the Montessori diploma—started on October 27th 1947.

ITALY

379. 635. — 374 (45)

Illiteracy. — Adult Education (B.I.E.)

Increase of Popular Schools.

At the suggestion of the Minister of Education, the Ministerial Council has decided to allocate a million liras to the fight against illiteracy. A huge emergency plan is to be drawn up for the establishment of popular schools throughout the country, on the same lines as that which proved so successful in Rome last year. The scheme will also help to solve the unemployment problem, since 10,000 teachers will be needed. In his ordinance of February 20th, 1948, the Minister of Education approved the syllabus for these popular schools which has been drawn up as a guide to teachers, and is to be adapted to the needs and environment of the pupils. Three kinds of courses are provided: 1) Type A, for complete illiterates, corresponding to the first 3 classes in the primary school; 2) Type B, for semi-illiterates, that is for those who have at some time attended these first classes; 3) Type C, for pupils who have attended

school up to the 5th grade, and who now want to widen and complete their knowledge. Time-tables will be arranged to fit in with local conditions and the needs of the pupils. Lessons can take place either in the afternoon, or in the evening, on bank holidays or even in the morning when this is possible. In every case the time spent must be not less than 10, and not more than 15 hours a week. (*I Diritti della Scuola*, 30 Nov. 1947 and 15th March 1948.)

378 (45)

*Higher Education (B.I.E.)***A Higher Institute of Education.**

The Higher Institute of Education, which has functioned since 1940 at the Salesian Pontifical University at Turin, has commenced the publication of the *Collana Pedagogica Don Bosco*, the first series of which, consisting of twenty volumes, will constitute a sort of encyclopedia of educational sciences, while the other two series will group works of a historical-educational character and studies relating to particular problems of education. There are professorships in the following subjects at the Institute: 1) Educational Biology or bio-physiological questions bearing on education; 2) General Psychology and Special Psychology of the evolutionary age; 3) Character Study and Typology; 4) Pedagogical Psychopathology; 5) Philosophy of Education; 6) Theology of Education; 7) History of Education and of Pedagogy; 8) General and Special Pedagogy; 9) General and Special Didactics; 10) Civil and Ecclesiastical School Legislation; 11) School Hygiene; 12) School Buildings.

NEW ZEALAND

375. 05. — 375. 40 (931)

*Curricula. — Social Studies (B.I.E.)***Revised Syllabus in Social Studies.**

Some time ago the Minister of Education for New Zealand set up a Revision Committee to undertake the difficult task of revising the history and geography syllabus of primary schools and presenting it as a single social studies syllabus. The report of the Revision Committee was printed and circulated to teachers for comment through the courtesy of the New Zealand Educational Institute. The new syllabus as finally drafted, which will be optional for the year 1948, is set forth as a supplement to *The Education Gazette* for 1st October 1947, under the title of "Social Studies in History and Geography". An attempt has been made to attain throughout a proper balance of freedom and of form. Thus the prescription for each class presents a number of topics or units as centres of interest. It is hoped that within the general framework laid down there will be diversity of approach and treatment.

377. 94 (931)

*Vocational Guidance (B.I.E.)***Careers Teachers.**

One essential of the new scheme for post-primary education which has now been in force for several years is a system of educational and vocational guidance. Approval was given for careers teachers to be appointed in 1947 in all post-primary schools, including district high schools with at least two hundred secondary pupils. Up till 1946 they had been officially approved and paid only in the schools in the four main centres. A special effort was made during the following year to extend vocational guidance for Maori boys and girls, and plans were laid for further development in this direction in 1947. In response to local demand, a new vocational guidance centre was opened at Wanganui, which had previously been served from Wellington. At the request of the Health Department, work was begun on an experimental basis with patients in certain of the main sanatoria.

PERU

371. 291 (85)

*Rural Schools (B.I.E.)***Rural Schools.**

The Ministry of Education requires that in country districts all new school buildings shall have at least 2½ acres of arable ground in addition to a playground. The pupils must spend some time not only in tending the kitchen-garden, but also in looking after fowls, rabbits, silk-worms, bees, etc., and thus helping to improve rural economy.

371. 6 (85)

*Rural Buildings (B.I.E.)***Model School Plans.**

The rapid development of education has created a demand for new schools and school buildings. So as to ensure that the new buildings shall be built under the best educational and hygienic conditions, the Ministry of Education has ordered a series of model plans to be drawn up, suited to the needs, climate and conditions of the different districts throughout the country. School inspectors are made responsible for supplying local educational authorities with all the facts likely to be of use in putting these plans into force.

POLAND

379. 4 (438)

*Relations between School and State (B.I.E.)***Three Years of P.Z.W.S. Activity.**

The publication of "National School Editions" (P.Z.W.S.) was begun both as part of the post-war reconstruction programme and to meet the demand for school text-books, reviews, reading books, etc. This State undertaking has developed very rapidly. During its first three years (19th April 1945 to March 31st 1948)

"National School Editions" have published 408 text-books and supplementary readers, of which in all 36,051,198 copies have been printed, in addition to several reviews. The capital assets of this undertaking have risen from 45,370,000 zł. in 1945 to 410,522,000 zł. in 1946 and 855,230,000 zł. in 1947. P.Z.W.S. owns 13 printing presses, but its headquarters are at Warsaw, with 13 branches in towns throughout the country. It publishes cheap editions many of which it distributes to schools and libraries free of charge. In three years P.Z.W.S. have published more than 36 million copies of educational books, that is an average of 12 million a year, compared with a pre-war annual output of only 4 millions. In 1948 P.Z.W.S. plans to meet all primary school text-book requirements, increase the number of books available for vocational training schools, start the publication of university text-books, publish works dealing with the teaching of special subjects, add new publications to the "Library of Pedagogical Writings" and the "Library of Pedagogical Translations", publish new educational reviews over and above those extant, enlarge public libraries, and develop new mapping sections and graphic educational aids. (*Biuletyn P.Z.W.S.*, 1948, No. 3.)

379. 6 (438) *School Politics from the Social Point of View (B.I.E.)*

New Educational Centre.

Under the auspices of the Polish Ministry of Education, an important centre is being organized at Szczytno in East Pomerania. It will be called the College of Mazuria and Warmia. Its scope will be very wide—from nursery and secondary schools to workers' universities, courses for adults, and courses for teachers. The main activities of the centre will be devoted to the development of trade and handicrafts of the region: fishing and kindred trades, shipbuilding, net manufacture, canning industry, agriculture, breeding, market gardening, etc. Apart from its building and grounds, the College will have at its disposal arable land, forests, and lakes. The whole estate will spread over an area of 100,000 acres. It is hoped that this vast autonomic unit will become an important cultural and economic factor in the life of Polish East Prussia. (*The Journal of Education*, April 1948.)

PORTUGAL

373. 10 (469)

Secondary Education (B.I.E.)

**Grammar School.
Reorganization.**

The Ministry of Education has decided to introduce certain changes in the grammar school syllabus. The school course will still last 7 years, divided into three stages; these were formerly two periods of 3 years and one of a year, but now they will consist of 2, 3 and 2 years. The general school course, consisting of the

first two stages and acting as a training for official posts will last for 5 instead of 6 years. The third stage, leading up to the university, and which was divided into an arts and a science side, will henceforward consist of 8 sections corresponding to the various university courses pupils may wish to follow. Latin is omitted from the general syllabus of the course, and taught only to those who intend reading either law or literature. Greek is only compulsory for those who wish to read classics or historical-philosophical sciences. (*Bollettino di Legislazione Scolastica Comparata*, March-April 1948.)

373. 54 (469)

Technical Education (B.I.E.)

**The Development of
Technical Education.**

The Portuguese Government has passed an Act allocating 160 million escudos for the establishment of technical schools at Lisbon, Oporto, Gaia, Coimbra, Braga, Faro, and Funchal, coinciding with the reform of technical education. Thanks to these measures it will be possible to meet the demand created by the period of industrialisation through which Portugal is passing.

SPAIN

378 (46)

Higher Education (B.I.E.)

**International
University.**

The International University, "Menéndez y Pelayo" of Santander has opened a competition for those Spanish and South American students who are anxious to follow summer courses there. The scholarships amount to 2000 pesetas. The International University of Santander has three sections, the humanities section, current problems section, economical, social and international, and the biological sciences section.

373. 55 (46)

Domestic Science (B.I.E.)

**New Domestic Science
Schools.**

A decree of 6th May 1948, authorises the establishment of 11 new domestic science schools in connection with secondary colleges. The syllabus includes a general course in needle-work, dressmaking, cooking and music. The teaching staff of these new schools, who are chosen from among primary school teachers, continue to receive their normal salary plus an extra allowance of 3500 pesetas a year.

SWEDEN

379. 64 (485)

Duration of Schooling (B.I.E.)

**Extension of
Compulsory Schooling.**

Speaking recently to an audience of about 400 teachers, the new Director-General of the Swedish Board of Education outlined some of the new educational reforms which had already been imple-

mented in Sweden, such as the extension of the school year to 39 weeks in most school districts. The Education Act of 1936 provided that the period of compulsory education should be extended to seven years in all schools and this would be accomplished by 1948. In some districts, the Director-General stated, it had already been possible to go beyond this and to introduce an eight-year period, while some experimental schools were even running nine-year courses. Certain new courses such as typewriting and shorthand had been introduced into the curriculum, while the study of English was permitted in the seventh and eighth forms.

375. 132. — 371. 372 (485)

English. — Radio (B.I.E.)

The Teaching of English.

A new method for the teaching of English is being tried out this summer in 150 Swedish schools. The courses are intended for pupils of the fifth year in primary schools and are given by combined radio and correspondence methods. About 1000 Swedish children benefit by these courses which according to linguists and to experts in the teaching of modern languages are expected give excellent results. The lessons are broadcast from Radio Motala by Lektor Uno Sonde-lius who has great experience in teaching English by radio. The experiment is being closely watched by the Swedish State School Commission and, if successful, will be extended to other schools.

SWITZERLAND

378. — 379. 822 (494)

Higher Education. — Teacher Exchanges (B.I.E.)

Teacher Exchanges.

Thanks to the efforts of the Swiss Universities Central Office (27, Scheuchzerstrasse, Zurich) which acts as a liaison office between foreign and Swiss universities, for the exchange of teachers and professors, 39 Swiss candidates obtained posts in English schools whilst 6 English candidates are working in Swiss schools. A higher rate of exchanges is forecast for 1948-1949. In most cases these students or graduates are working as assistant teachers in classes where they give conversation lessons in their native language (about 12 hours a week). It is to be hoped that these exchanges will become a permanent institution. The Universities Central Office also undertakes to supply foreign students and teachers with information on Swiss University and Scientific life, and Swiss students on the possibilities of studying abroad.

371. 86. — 371. 861

Use of Schoolchildren's Leisure. — Children's Libraries (B.I.E.)

New Children's Library.

The children's library, known as the Pestalozzi Library, which was opened at Neuchâtel a year ago, has already had a considerable success. Inde-

pendent of the schools, it affords school children the choice of a wide range of carefully chosen books. The children help in running the library, supervising the taking out of books, card-indexing, etc. It is hoped that this library will become a kind of retreat for pupils out of school and on free afternoons, and that it will encourage in the children a taste for good literature whilst allowing them to express their own preferences and personalities.

UNION OF SOUTH AFRICA

375. 122 (687)

Bilingualism (B.I.E.)

**Language Qualifications
of Students-in-Training.**

The Superintendent-General of Education for the Cape of Good Hope, in his Report for Years 1941 to 1945, gives figures showing the language qualifications of prospective teachers during a period of ten-years. He states that although a fairly consistent standard had been maintained in awarding the Higher Bilingual Certificate and the requirements for the Lower Bilingual Certificate had been consistently raised in the last few years, it was felt that an attempt should be made to raise the language qualifications of the students. With this aim in view it was decided to introduce certain changes of policy in the training colleges, and these were announced in 1945 : (a) that for all students who enrol for the Primary Teachers' Course after 1945 it shall be a requirement that at their teachers' examination they pass in both the official languages, and at least in one on the higher grade. Further that the grade (higher or lower) which each candidate has attained, shall be endorsed on his certificate ; (b) that both in the Primary Teachers' and in the Higher Primary Teachers' Course the medium of instruction of each college shall be gradually so changed by the introduction of the second language as medium that ultimately equality will be attained in the use of the two languages as media of instruction.

U.S.S.R.

371. 12 (47)

Training of Teachers (B.I.E.)

**Moscow State
Educational Institute.**

The Moscow State Educational Institute which is now known as the Lenin Academy is the oldest in Russia. It is of prime importance in the field of educational research, besides being one of the central organs of the Ministry of Education in the Soviet Union. The Institute undertakes the training of secondary and university teachers. There are in all 2300 students, 150 candidates for the final degree and 330 science collaborators. Among these collaborators there are 15 ordinary or corresponding members of the Academy of Science ; 65 others are university professors or

holders of a doctor's degree and 140 free-lance teachers. The Institute has the following professorial chairs: Russian Literature and Language, History, Education, Geography, Mathematics and Physics, Natural Sciences, Education of Handicapped Children. Besides having to attend the lectures and take part in the work of the Institute, every student must undertake a detailed research on some subject each year. From the first year of study each student is attached to a secondary school in Moscow. This system allows the students, during their first two years of study, to familiarise themselves with the pupils and with methods of teaching. In the course of their third and fourth years students are already expected to give lessons under the guidance of the Masters of Methods. In its 15 years of existence the Institute has trained 10,277 teachers and 1329 degree students. Most of the students come from the country. All those wishing to follow courses at the Institute must pass a stiff entrance examination. (*Embernevelés*, No. 5, 1948.)

373. 15 (47)

*Junior High Schools (B.I.E.)***Schools for Young Workers.**

In 1943, the State opened special schools for the benefit of young workers who had attended the first four primary school grades and were then unable to continue their studies owing to the war. These schools were kept open after the war, and the large number of pupils who attend them justifies their continued existence. The pupils are from 14 to 25 years of age and are chiefly employed in factories or in mines. The syllabus varies considerably from that of ordinary schools. The number of hours a week is never more than 20, including 4 hours for discussion. Nevertheless examination results have shown that these schools can sometimes reach an even higher level than that attended by pupils of ordinary schools. There must never be more than 20 persons in one class. In 1943, there were 1084 of these young workers' schools; in 1946 the number rose to 2000. The number of pupils increased from 100,000 in 1943 to 324,000 in 1946. It is hoped that by 1950 there will be 480,000 pupils, the forecast by the Five Year Plan.

UNITED STATES

375. 40. — 375. 2. — 371. 73 (73)

*Social Sciences. — Natural Sciences. — Physical Education (B.I.E.)***New Tendencies in Education.**

The increased appropriations granted by the Eightieth Congress have enabled the United States Office of Education to outline plans to extend its activities along three major lines:— (1) Improvement of instruction in the social sciences, to the end that young Americans may obtain the fullest possible understanding of democracy and its advantages

over other forms of political and social organization, and may be qualified for the duties and responsibilities of citizenship and membership in a democratic society: (2) improvement of instruction in the natural sciences, so that the people may have a comprehension of development in scientific knowledge, and so that the schools may be able to produce an adequate supply of well-qualified scientists: (3) improved services in health and physical education in the schools and colleges, in order that young people may be physically able to render services needed for the general welfare of the country, and also that they may personally enjoy the benefits of sound health and physical development. (*Higher Education*, September 15, 1947.)

377. 25 (73):

Education for Family Relationships (B.I.E.)

Maintaining Adequate Family Relationships.

The September 1947 issue of the *Baltimore Bulletin of Education* takes the form of a rather unusual and attractively illustrated report by the Superintendent of Education on Baltimore's Schools, in which he stresses the co-operative action of the Board of School Commissioners, the staff of the schools, and the parents and citizens. Under the heading of "maintaining adequate family relationships", he describes the offerings of the homemaking curriculum in the schools and reports that in February, 1947, Patterson Park High School, for example, offered an elective course in home and family living. This one-period-per-week course included five units: (1) health, (2) marriage and family relations, (3) etiquette and good grooming, (4) child development and care, and (5) consumer education; and was taken by 115 girls and boys. They engaged in group discussions, library reading with reports, field trips, and auditorium programs of demonstrations, panel discussions, and speeches by guest authorities. In the junior high schools of the city, exchange classes were scheduled so that boys might receive some basic knowledge of foods and care of clothing, and good grooming and social forms while girls might gain, in the industrial arts shops, some training in household mechanics. Parent Education Classes were maintained in 98 schools during the year for 3,044 parents by 15 trained teachers, culminating in an all day Institute on Home Life.

VENEZUELA

37 N. — 362. 7

Conferences. — Child Welfare (B.I.E.)

Pan-American Congress on Child Welfare.

The Ninth Pan-American Congress on Child Welfare was held in Caracas, Venezuela, from 5th to 10th January, 1948.

The agenda comprised three sections: 1) Pediatrics and Maternal and Infant Hygiene; 2) Social Welfare and Legislation; 3) Education. The principal subject of the education section was education

in the rural areas, whilst other subjects recommended were education of children of pre-school age, progressive education and vocational training.

INTERNATIONAL EDUCATIONAL ACTIVITY

37 N

Conferences (B.I.E.)

Teachers' Congress.

The meeting of the Council of the International Federation of Secondary Teachers' Associations and of the Committee of the International Federation of Teachers' Associations will take place at Interlaken, Switzerland, in August 1948. A questionnaire on "How to decide on the ability of a child to benefit from a secondary education" has been sent to the member associations for this meeting.

371.13

Refresher Courses (B.I.E.)

**International Courses
for Teachers.**

A Danish Committee of important educationists is arranging for two international courses for teachers (Oct. 1 to Dec. 22, 1948 and Jan. 7 to March 29, 1949) to be held at the International People's College of Peter Manniche, Elsinore. Each course will be held in three languages, English, French and German. The lectures and study circles will be on the following subjects: a) Psychology and comparative education; b) Social and cultural conditions in different countries; c) Scandinavian conditions with special reference to the schools for adults and adolescents and to the educational ideas of Grundtvig, the founder of the folk high schools. This is an attempt to promote international understanding on the lines of Unesco. (*The Schoolmaster*, March, 1948.)

362. — 371.944

*Social Welfare. — Child Victims of the War
(B.I.E.)*

**International Courses
for Welfare Workers.**

International Courses for Welfare Workers specializing in work among war-stricken children have just been created jointly by the United Nations International Children's Emergency Fund and the Swiss National Relief Organisation, with the participation of some private child welfare agencies. They are being held in Geneva and have two sections, one in French, the other in German. To be admitted, candidates must be graduates of a school of social studies or give proof of having a long experience of welfare work. The courses began in June 1948. Three months are to be devoted to theoretic studies, these will be followed by 6 weeks of practical work, or a study tour of 2 weeks among Swiss institutions dealing with child or youth welfare. No fees or boarding expenses are

charged but each participant must undertake to work for the relief of child victims of the war for at least one year.

375. 15 *Auxiliary International Languages (B.I.E.)*

International Language. At the International Auxiliary Language Association (I.A.L.A., 420, Lexington Avenue, New York), where eminent Esperanto specialists can be seen collaborating with world famous linguists, Mr. A. Martinet (School of Higher Studies), assisted by Mr. S. P. Vinay (Montreal University) is directing the final work on Interlingua. This new international language is at the moment in four separate texts from which one language will be formed. The modern languages: English, French, Spanish, German, Italian, Russian, and the international languages: Esperanto, Ido, Esperanto II, Novial, Occidental, Latino sine Flexione, have served as a basis for the interlinguistic work of the I.A.L.A. collaborators. As a result of their researches it was deemed advisable to abandon the linguistic groundwork of the schematic systems of Esperanto, Ido, and even Novial, since it was felt that these lacked any great scientific value, whereas nearly all the theses of Wahl, the author of Occidental, have been confirmed. This last mentioned language closely resembles Interlingua, being almost identical in some respects, as a comparison of their texts show. (*Les Langues Modernes*, No. 6, 1947).

37 C

Biographies (B.I.E.)

Honours.

Miss Marie Butts, Emeritus General Secretary of the International Bureau of Education, has been awarded an *honoris causa* doctorate of the University of Geneva. This distinction is in recognition of Miss Butt's literary and educational career and especially of her tireless international activities in the field of pedagogical information and education for peace. We are happy to recall here that Miss Butts was responsible for the creation of the quarterly Bulletin of the International Bureau of Education which she edited for many years and with which she still continues to collaborate actively.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

372.5

HANDWRITING (B.I.E.)

The Teaching of Handwriting. From information furnished by the Ministries of Education. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 103, 1948. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 126 p. Illus. Fr. 5.— The teaching of handwriting gives rise to many varied questions. Since it has to be adapted to new educational ideas and also to the practical needs of modern life, it is necessarily always in evolution. The report of the international inquiry undertaken by the International Bureau of Education, which is based on the replies from 48 countries, points out the most noticeable tendencies in teaching methods: the use of script writing in the early stages or the immediate teaching of cursive characters, writing by traction or writing by pressure, joined or unjoined cursive writing, etc. It also broaches the problem of the choice of tools, concrete initiation and preliminary exercises, as well as the relationship of quality and speed. Several pages of illustrations give one a glimpse of certain kinds of exercises and types of writing. The volume was presented to the Eleventh International Conference on Public Education, convened jointly by the International Bureau of Education and Unesco, and held in Geneva from 28th June to 3rd July, 1948. Though not wishing to advocate any particular method, the Conference adopted a recommendation drawing the attention of the Ministries of Education to certain essential principles in the teaching of handwriting.

371.196

SCHOOL PSYCHOLOGISTS (B.I.E.)

School Psychologists. From information furnished by the Ministries of Education, Paris, Unesco; Geneva, International Bureau of Education, Publication No. 105, 1948. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 106 p. Fr. 5.— Since more and more importance is being accorded to psychology in education, the International Bureau of Education deemed the time opportune to undertake an inquiry on the role assigned to specialists in school psychology. But as the latter is still in the formative stage, it was difficult to obtain information on all the various initiatives in this field. However, judging from the replies received from 43 countries, it is possible to state that even in countries where school psychological services are not yet systematically organised there is a strong movement in favour of their creation. The general study, based on these replies, offers useful data on the following points: The aims assigned to educational psychology, the persons and institutions in charge of the psychological examination of pupils, the pupils who are given such examination, the methods used, the training of educational psychologists, their administrative status, and plans for the further development of educational psychology. This report enabled the Eleventh Conference on Public Education, convened jointly at Geneva by the International Bureau of Education and Unesco, to adopt a recommendation tending to popularize and to hasten the movement in favour of the development of educational psychology.

377.912 (42)

PSYCHOLOGICAL CLINICS (B.I.E.)

HALL, Muriel Barton. *Psychiatric Examination of the School Child*. London, Edward Arnold, (1947). 8 $\frac{3}{4}$ x 5 $\frac{1}{2}$ ins. viii & 368 p. Bibliogr. Index. 15s. — Designed primarily for the medical practitioner, but written in non-technical language so that it may be equally useful to educationists, magistrates or social workers, this remarkable study reviews the different problems confronting social medicine as it concerns the mental welfare of children and young adolescents (5 to 15 years). All the material on which the study is based was obtained from experience in the routine practice of child psychiatry in a provincial area of England and Wales. It is divided into three parts in the first of which certain types of complaints and methods of investigation are described. The main body of the book discusses the various groups of disorders and states likely to be encountered in clinical work, grouping them according to whether they relate to mental, physical or nervous development. Finally good advice is given concerning treatment, environmental adjustment—including a complete change of environment where necessary—and legal measures that ought to be taken in certain cases.

136.7 — 377.25

CHILD PSYCHOLOGY. — EDUCATION
FOR FAMILY RELATIONSHIPS (B. I. E.)

BOWLEY, Agatha H. *The Problems of Family Life*. An Environmental Study. Edinburgh, Livingstone, 1946. 7 $\frac{1}{2}$ x 5 ins. viii & 106 p. Illus. Appendix. Index. 5s. — Based primarily on personal experience of the difficulties of parents and children encountered while working as the Senior Psychologist for the Leicester Education Committee, and supplemented by several case histories and twenty photographs, Dr. Bowley's study contains much practical advice on the psychological needs of the family, on problems arising out of the parent-child or teacher-child relationship, on habit disorders at home and on the factors producing so-called "naughty" children.

136.7

CHILD PSYCHOLOGY (B.I.E.)

BLATZ, W. E. *Understanding the Young Child*. London, University of London Press (1948). 7 $\frac{1}{2}$ x 4 $\frac{3}{4}$ ins. xii & 272 p. Index. 6s. 6d. — Originally published in 1944 (see Bulletin No. 73), this study by the Director of the Institute of Child Study of the University of Toronto was reprinted in the early part of this year in view of its importance. It provided a suitable outline on the systematic approach to child psychology for the many Child Care Reservists who were needed to staff the emergency Wartime Nurseries in Birmingham (England), but will be found equally useful for all dealing with young children.

371.94 (42)

HOMELESS AND ORPHAN CHILDREN (B.I.E.)

HOLMES, G. V. *The Likes of Us*. London, Frederick Muller (1948). 7 $\frac{1}{2}$ x 5 ins. 192 p. 7s. 6d. — A very human document giving a fascinating and charming account of child life in a children's "Home" by one who was herself brought up in one of Dr. Barnado's "Children's Villages" and is able to present the children's point of view, their emotions and reactions and their loyalty to their "Home". Official reports can bring injustices and bad treatment to light and legislation can seek to remedy these shortcomings and to improve the material situation in children's homes, but neither report nor legislation can be really effective without vital understanding of the children concerned. The necessity for making

provision for an increased number of orphaned or neglected children as a result of the war makes this understanding all the more essential—hence the importance of a book like this.

371.93

YOUNG DELINQUENTS (B.I.E.)

Lawless Youth. A Challenge to the New Europe. A Policy for the Juvenile Courts prepared by the International Committee of the Howard League for Penal Reform 1942-1945. By several authors. London, Allen & Unwin, 1947. 8 1/4 x 5 1/4 ins. 252 p. Appendices. Index. 10s. 6d. — Compiled by representatives from thirteen different countries, this important book attempts to answer some of the problems raised by juvenile delinquency. Six chapters by as many different authors who all have considerable experience of juvenile delinquents, deal with various aspects of the subject. Each author emphasises the need for prevention rather than cure; for treatment rather than punishment; for providing children with a better environment, rather than attempting to guarantee their good behaviour by means of deterrent punishments. The part played by the Juvenile Courts in educating the young offenders who come before it is also described. An appendix provides "a critical summary of the law and practice concerning the treatment of young offenders", in the different countries, whilst another appendix deals with the treatment of neglected and problem children in Norway. The importance of 'aftercare' and of 'educational justice' is discernible in the legal system of each of the countries discussed.

372.21 (73)

PRE-SCHOOL EDUCATION (B.I.E.)

DAVIS, Mary Dabney. **Schools for Children Under Six.** A Report on the Status and Need for Nursery Schools and Kindergartens. Washington, D.C., Federal Security Agency, Office of Education, Bulletin 1947, No. 5. 9 1/4 x 6 ins. vi & 58 p. Illus. 20 cents. — A full, clear and comprehensive report giving every desirable information on the subject. A table shows that the proportion of the 8,606,995 children between 2 and 5 years attending school is 10.5% while that of the 2,054,385 children between 6 and 7 years is 69.1%. The percentage is naturally much higher in cities than in rural areas.

375.122. — 371.265 (41)

BILINGUALISM. — PSYCHOLOGICAL TESTS (B.I.E.)

SMITH, Christiana A. **Mental Testing of Hebridean Children in Gaelic and English.** With a statistical analysis by D. N. Lawley. London, University of London Press, 1948. 8 1/4 x 5 1/4 ins. 42 p. (Publications of the Scottish Council for Research in Education, xxvii,) 1s. — This study, the first one made for the Committee on Bilingualism of the Scottish Council for Research in Education, describes the difficulties experienced by the bilingual children of a lonely Scottish island (Lewis), Gaelic-speaking but whose school life—beginning at 5 years—is carried out entirely in English.

371.12 (416)

TRAINING OF TEACHERS (B.I.E.)

GOVERNMENT OF NORTHERN IRELAND. **Report of the Committee on the Recruitment and Training of Teachers.** Belfast, His Majesty's Stationery Office, 1947. 9 1/4 x 6 ins. viii & 88 p. 2s. 6d. — In view of the "particular" problems, arising largely from geographical and religious factors, which made the work of the Northern Ireland Committee differ from that of the McNair Committee in England and Wales and of the Advisory Council on Education in Scotland who also

dealt with the recruitment and training of teachers, the present report begins with a brief account of the existing educational system in the country, especially as this affects the training of teachers. It then passes to the changes necessitated by the introduction of the new system resulting from the Education Act of 1947, and to questions of general policy, before discussing in fuller detail the training of teachers for the various types of primary, secondary, special and technical schools. The recommendations of the Committee are summarised at the end.

370.3

PHILOSOPHY OF EDUCATION (B.I.E.)

RUGG, Harold. *Foundations for American Education*. Yonkers-on-Hudson, N.Y., World Book Company (1947). 9×6 ins. xii & 826 p. Index. — This is a great book, indispensable for understanding of the development of American education, and which fearlessly faces the formidable problems confronting education to-day in many parts of the world. Prof. Rugg dedicates his book to six great Americans who led their peers in building an American philosophy of experience on the human, social, and esthetic frontiers and the frontier of freedom and control. These he calls "the men of the consensus". These men expressed ideas upon which Rugg believes that a great education can be built to-day, i.e. the philosophy of experience which underpins all the foundations of education, and the principle of organisation. The primary need is to find, in a period of social change and cultural confusion, a principle of unity which will bring order out of chaos, and for these men of the Philosophy of Experience the saving principle of cultural unity is to be found in a great synthesis of the foundational concepts of man. Rugg devotes his major effort to discovering and organising such a synthesis of key concepts. He proposes as the four foundations of education: a new bio-psychology (Part II), a new sociology (Part III), a new esthetics (Part IV) and a new ethics (Part V). Part VI he calls "The Educational Frontier: 1890's-1940's". The principle of cultural unity will work its maximum effect when it is accepted as the intellectual outline of the programme of education. While accepting the disappearance of completely separate school subjects, Prof. Rugg believes that subject matter, or curriculum materials, must be carefully selected, grouped and organised, not left to chance or the day to day choice of the pupils. It is impossible to give in a paragraph a summary of this challenging book; it is written clearly and simply enough to be widely read and discussed.

370.3. — 372 (73)

PHILOSOPHY OF EDUCATION. —
ELEMENTARY SCHOOLS (B.I.E.)

HUGGETT, Albert J. and MILLARD, Cecil V. *Growth and Learning in the Elementary School*. Psychological Foundations of Instruction and Practice in the Elementary School. Boston, Heath, 1946. 8½×5½ ins. xii & 414 p. Illus. \$3.50. — The first part of this book, "Structure and Organization for Elementary School Practices", outlines the authors' definite and very modern conception of what should be the philosophy and objectives of the elementary school in the U.S.A., a philosophy evolved after examining, and rejecting as insufficient, the most outstanding attempts to adjust organization to instruction (Platoon School, Winnetka Plan, Dalton Plan, etc.). In Part II they give a very full exposition of the unit organization of "Subject Matter for Growth and Learning", and in Part III they consider the best methods of "Appraising and Recording Growth and Learning". The authors recommend a "shift from emphasis on subject

matter to emphasis on child development" and give examples of actual school programmes which they consider good on the whole. The system they advocate would appear to be very complicated and fluid.

370.7. — 373.1 (73)

EXPERIMENTAL SCHOOLS. — SECONDARY SCHOOLS (B.I.E.)

HEMMING, James. *Teach Them to Live*. London, Heinemann (1948). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. x & 132 p. 8s. 6d. — A publication of the International Editorial Board of the New Education Fellowship, describing a challenging venture in educational research — "The Eight-Year Study", inaugurated by the Progressive Education Association of America and having considerable effect on American education. A group of 30 State and private schools in the U.S.A., freed from entrance examinations by special agreement with the universities, who granted their pupils the privilege of entering college without the usual tests, were able to prepare their pupils for college any way they liked. Owing to groups of schools in one locality participating, the number of schools ultimately became 60. The survey prepared from the original records by Mr. Hemming, Research Officer of the (British) Association for Education in Citizenship, discusses the results of the experiment, the kind of curriculum which evolved, and how the students involved compared with others. (Detailed reports of the experiment have already been published in the United States by Harper and Brothers, in 5 volumes, under the general title of "Adventure in American Education".)

373.109 (42). — 375.14. — 375.6

"PUBLIC SCHOOLS". — CLASSICS. — RELIGIOUS TEACHING (B.I.E.)

LEESON, The Rev. Spencer. *The Public Schools Question and Other Essays on subjects connected with Secondary Education*. London, Longmans Green (1948). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. xii & 116 p. 8s. 6d. — The four essays in this book, although each having a bearing on secondary education, are totally different in character. The first and second throw much light on the complex and technical issues to be faced in connection with the future of the 'public schools' and the future of the secondary grammar schools respectively. Prefixed in each case by a short chronological statement and explanation of terms, they set out the historical background of the controversy which has arisen around them, particularly in view of the new Education Act of 1944. The third essay discusses from first-hand experience the teaching of classics and history to sixth form boys, and the fourth upholds the Christian faith as it is generally taught, refuting the view recently expressed in various quarters that young people of to-day find it wholly unacceptable.

373. — 371.291 (73)

SECONDARY EDUCATION. — RURAL SCHOOLS (B.I.E.)

GAUMNITZ, Walter H. and DEVILBISS, Wilbur. *Cooperative Planning. The Key to Improved Organization of Small High Schools*. Washington, D.C., Federal Security Agency, Office of Education, 1947. $9\frac{1}{4} \times 5\frac{1}{2}$ ins. 28 p. Illus. Pamphlet No. 102. 10 cents. — Drawn up by the specialist in small and rural high schools at the U.S. Office of Education and by the supervisor of high schools at the State Department of Education, Baltimore, Md., and prefaced by Dr. Galen Jones, director of the division of secondary education at the Office of Education, this little pamphlet gives many valuable hints for improving small high schools for rural youth. All the principles outlined and the ways and means suggested for translating them into action have been put to the test and found workable.

374.1 (42)

CONTINUATION SCHOOLS (B.I.E.)

Further Education. London, Turnstile Press Ltd., $9\frac{1}{2} \times 7$ ins. 24 p. — First published in April 1947 as a monthly journal, "Further Education" has now become a quarterly review (price 5s.) containing news and views about the continued education of boys and girls in Great Britain who have left school and who wish to have an opportunity of improving their vocational education or technical skill and of fitting themselves for a fuller and more enjoyable life as citizens. It aims to pool ideas from home and abroad for the benefit of those planning and developing further education.

371.42 (42)

SCHOOL REFORM (B.I.E.)

FLETCHER, B. A. Our Children's Future. Worcester, Littlebury & Co. Ltd., The Worcester Press, n. d. $7\frac{3}{4} \times 5$ ins. 64 p. 6s. — The material of six broadcast talks, given after a tour of the S. W. counties of England, has been utilised here in order to show to what extent the new Development Plans in Education submitted to the Ministry of Education by the local authorities are actually being carried out in these regions. Much fact finding has obviously preceded the educational planning reviewed which takes into account the principles of variety, realism and experiment.

371.42. — 371.6 (42)

SCHOOL REFORMS. — SCHOOL BUILDINGS (B.I.E.)

Replanning London Schools. A Short Account of the Development Plan for Primary and Secondary Education prepared by the London County Council under the Education Act 1944. London County Council, 1947. $9\frac{1}{4} \times 6\frac{3}{4}$ ins. 64 p. Illus. 2s. — Attractively produced with photographs or diagrams on almost every page, this booklet describes that part of the comprehensive scheme prepared by the London County Council for replanning education which deals with the provision of sites and buildings and the proper housing of the primary and secondary schools in the London area. It only mentions in passing the various ancillary services which are also part of the Development Plan and does not include institutes of higher education.

37 A (42)

EDUCATION IN GREAT BRITAIN (B.I.E.)

SHEARMAN, Harold C. Education — The New Horizon. With 16 pictorial charts in colour designed by the Isotype Institute and 54 photographs. London, Nicholson & Watson, (1947). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 128 p. (The New Democracy) 6s. — In a breezy and spirited style, Mr. Shearman sets out to interest British citizens in the great educational problems of their country, to show what progress has already been accomplished and how the gap between the Education Act of 1944 and fact can be bridged. He believes that better education for the mass of the people is an important factor in helping to establish peace in the world; the citizens of to-morrow must be educated to feel themselves responsible and self-respecting members of society. The pictorial charts are most instructive.

37 A (41)

EDUCATION IN SCOTLAND (B.I.E.)

SIMPSON, Ian J. Education in Aberdeenshire Before 1872. London, University of London Press, 1947. $9 \times 5\frac{3}{4}$ ins. 230 p. 4 plates. Map. Glossary. Bibliogr. Index. (Publications of the Scottish Council for Research in Education XXV). 5s. — This interesting and well docu-

mented history of education in Aberdeenshire from Celtic times until the industrialisation period of the later eighteenth century reflects, in a very large measure, education in Scotland as a whole, while retaining characteristics of its own. From the first education was the prerogative of the Church. Dr. Simpson gives a mass of detailed and ordered information on the various types of schools managed by religious bodies: Quaker, Episcopal, Free Church, and Sessional, as well as on the "lay" schools such as those known as "Academies", Subscription Schools, Adventure Schools and Industrial Schools and the separate schools opened for infants and for girls, and in connection with adolescent and adult education. Nor does he neglect the methods and content of teaching. Much was expected of the parish school master and his pupils. In conclusion, Dr. Simpson discusses the social and economic background of education in his country.

37 A (73)

EDUCATION IN THE U. S. A. (B.I.E.)

KIRKENDALL, Lester A., KUENZLI, Irvin R., REEVES, Floyd W. *Goals for American Education*. Chicago, The American Federation of Teachers, 1948. 7 $\frac{3}{4}$ x 5 ins. xli and 130 p. \$2.— Written for the Commission on Educational Reconstruction of the A. F. T., and dedicated to "the classroom teachers of the world, upon whose shoulders rests much of the responsibility for a better tomorrow", this little book presents a very vivid general picture of American education, its organization and the problems it faces in the modern world. While criticising very frankly the deficiencies in American education, the authors point out clearly what should be its aims, suggest a definite programme and examine what should be the content of the curriculum "determined by . . . the needs, interests, background, ability and maturity of the pupils and the demands and characteristics of a desirable society, present and future". First-rate teachers, carefully selected and trained are needed. Invaluable for the public in the U. S. A., this book will also provide information for teachers in other nations interested in establishing democratic societies or in improving their existing educational methods.

37 D. — 371.98 (71 and 73)

BIBLIOGRAPHIES. — EDUCATION OF
DIFFERENT RACES (B.I.E.)

JOBLIN, E. E. M. *Bibliographies for Teachers No. III. — The North American Indians*. Toronto, The Department of Educational Research, Ontario College of Education, 1947, 11 x 8 $\frac{1}{2}$ ins. 30 p. (Educational Research Series No. 15) \$0.10. — Divided into two parts, of which Part A deals with "Indian Education in Canada and the United States", and is sub-divided into (I) Selected references on Indians; (II) Books on Indian education; (III) Research studies in Indian education in Canada and in the United States (since 1930); (IV) Periodical articles on Indians; and (V) Details of periodicals listed in section IV. Part B is devoted to "References on Indian Life for School Use."

371.06 (73)

EDUCATION FOR PRACTICAL LIFE (B.I.E.)

LEGG, Caroline E., JESSEN, Carl A. and PROFFITT, Maris M. *School-and-Work Programs*. A Study of Experience in 136 School Systems. Washington, D. C., Joint publication of Federal Security Agency and U. S. Department of Labor, Bulletin 1947, No. 9. 9 $\frac{1}{4}$ x 5 $\frac{3}{4}$ ins. 60 p. 20 cents. — Selected from a list of 294 school systems in 40 States that had developed significant school-and-work programs, this is an excellent presentation of part-time study and part-time em-

ployment for high-school students. In some cases personal visits were made to the schools. Enough adequate information was obtained to show dominant practices and trends and the report should prove as useful as it is interesting.

373.7. (42)

APPRENTICESHIP (B.I.E.)

McLAINE, W. *New Views on Apprenticeship*. London, Staples Press (1948). 9×5½ ins. 198 p. Biblogr. 10s.6d. — The author, formerly Assistant General Secretary of the Amalgamated Engineering Union, outlines the history of apprenticeship in England under the Guilds, State regulations, Free Contract, and finally, in the 20th century, with chapters on "Trade Union Agreements and Apprenticeship", "Apprenticeship to the Industry", "The Future of Apprenticeship" and "The Distributive Trades". "A New Approach" describes the Scheme prepared by the Motor vehicle trade (one that naturally had no tradition), and is completed by "The Law and the Apprentice" and "Fun and Games". As the manual trades need recruits and the raising of the school-leaving age is decreasing the number of possible applicants, industry will have to attract young people by properly regulated training schemes and keep them by improved working conditions.

370.47 (42)

SOCIOLOGY (B.I.E.)

Synthesis in Education. (Edited by Miss D. M. E. Dymes.) Malvern, Le Play House Press, 1946. 8¾×6½ ins. 80 p. — Having already discussed sociology with special reference to the work of training colleges, at its first post-war summer school, the Institute of Sociology next turned its attention to considering synthesis in education in the universities and university colleges. This collection of addresses opens with one on the meaning of synthesis. It is followed by several others on synthesis in the older universities (Oxford, Cambridge and the Scottish universities), in the newer universities, both English and Welsh, and in American universities. Other addresses deal more particularly with the technical and science colleges and with schools of education, much of whose work is at university level. The concluding statement points the way to further research and discussion on how to achieve both universal and personal synthesis.

375.40. — 379.82 (7 and 8)

SOCIAL STUDIES. —

INTERNATIONAL RELATIONS (B.I.E.)

CASTRILLO, Ellene Lamb. *A Pan American Journey*. Boston, Mass., Heath (1946). 8×5¼ ins. xii and 302 p. illus. \$1.76. — The material for this imaginary tour of the Central and South American countries by plane, train, ship and motor, evolved from actual classroom use in the High School of Greenwich, Connecticut, and has been modified according to student reaction. The aim of the course on Pan America for which it was prepared was to study the character of each of the Latin American nations from the historical, geographical and cultural backgrounds in an endeavour to achieve an international point of view. Each chapter is illustrated with clear photographs and supplemented by exercises and by suggestions for further reading and for the showing of relevant films.

375.825 (73)

INTERNATIONAL TRACHING (B.I.E.)

Education for International Understanding in American Schools. Suggestions and Recommendations. Washington, D. C., The National Education Association of the United States, 1948. 9×6 ins. xiv and

242 p. — A great number of teachers contributed their experiences in schools in helping to make this thorough study of the part that American schools could, and should, play in the maintenance of peace, which was undertaken by the Committee on International Relations of the N. E. A. at the request of the Association's Executive Committee in 1945. All the chapters (The Challenge, The Goal, The Marks of the World-Minded American, Planning for the Development of International Understanding, Aids and Sources) contain valuable points. Those dealing with classroom situations show a real understanding of child and adolescent psychology. The book will be of great assistance to American teachers and could be read with profit by those of other countries.

375.825 (73)

INTERNATIONAL TEACHING (B.I.E.)

A Better World. A manual of suggestions for the presentation of the United Nations in the Elementary and Junior High School years. New York, Board of Education of the City of New York. 9×6 ins. (Curriculum Bulletin, 1946-1947 Series, No. 1.) xiv and 90 p. — A very helpful source pamphlet of suggestions for teachers on the implications of the U. N. Charter for pupils of all ages. Each of the chapters prepared for the different grades gives: specific objectives; concepts and generalizations (approach to home and school problems, to community problems, to world problems); experiences and activities (emphasizing language, arts and handicrafts, social studies, music, community contacts). Appendix giving useful information about U. N. and a guide to films and publications.

377.35 (42)

EDUCATION FOR CITIZENSHIP (B.I.E.)

Democracy in School Life. Issued under the auspices of the Association for Education in Citizenship. London, Geoffrey Cumberlege, Oxford University Press, 1947. 7 $\frac{1}{4}$ ×4 $\frac{3}{4}$ ins. xxi and 142 p. — This report is the work of the Schools Committee of the Association for Education in Citizenship. It is based on the investigations of Dr. W. Viola and Mr. James Hemming, who between them visited 76 schools of various types and grades, and differing widely in facilities and amenities, but all found to be animated by a common spirit, the relationship of human beings to one another. The report answers the question: "what practical training in the democratic way of life can be given in schools, not through formal lessons, direct or indirect, but through the life of the school itself?"

375.106 (94)

LITERATURE (B.I.E.)

An Australian Muster. Selected by A. A. PHILLIPS. London and Melbourne, Longmans, Green, 1948. (First published by Melbourne University Press in 1946.) 7 $\frac{1}{4}$ ×4 $\frac{1}{2}$ ins. 134 p. — Through a regrettable oversight, the name of the present publisher (Longmans, Green) was omitted from the review of this book in Bulletin No. 86.

375.12

MOTHER TONGUE (B.I.E.)

HARTOG, Sir Philip. Words in Action. The Teaching of the Mother Tongue for the Training of Citizens in a Democracy. London, University of London Press, 1947. 7 $\frac{1}{2}$ ×5 ins. xvi and 276 p. Index. 8s. 6d. — Important for teachers and all who believe in the democratic way of life. It will be read with especial pleasure by those who delight in the study of words and their exact and efficient use. It is based upon the author's own experiments with school children of 14 to 18 years and

with classes of working men. Young people who are asked to write essays on general subjects that do not interest them and with no purpose and no audience in view, or to paraphrase or imitate passages from great writers, do not acquire the art of thinking clearly, and of stating with clarity and order their ideas, thus presenting their conclusions efficiently to others, whereas Sir Phillip's method — which Professor Hamley has named "the Organic Method" — makes for intellectual honesty and sensitiveness. He regards it as "the safeguard of a nation against the infection of unsound propaganda; as a means of making each child realize that he is being brought up not as a member of a crowd, but as an independent, thinking, and active member of a community of free people". His definition of "audience" and "object", his distinction between "record" and "message", his insistence upon the pupil's recognition of "failure" and "success" in getting his ideas across are illuminating and the wealth of examples of actual composition work convince the reader of the value of his method. His thorough knowledge of the teaching of the mother tongue in France and England, from the earliest times, is responsible for an extremely interesting chapter.

375.11

LANGUAGE TEACHING (B.I.E.)

DUFF, Charles. *How to Learn a Language*. A Book for Beginners and all others who may be interested. Oxford, Basil Blackwell, 1947. 8×5¼ ins. 148 p. Appendices. 4s.6d. — The author of this book, who has been an interpreter in six languages and has had long experience in the teaching of modern languages and in 'teaching teachers to teach' languages, offers a new approach to the psychological factors underlying the learning of languages. He stresses in particular the importance of *urge* in such learning. He then indicates certain 'foundation material' which he considers any student should assimilate in the first stage of learning *any* language, and retain in the 'active' memory. For practical purposes he believes in simplifying the language, using only essential words as C. K. Ogden has already done for English in his "Basic English".

375.102. — 372.4. — 37 P

SPELLING. — READING. —
RESEARCH (B.I.E.)

Remedial Reading Workbook (Primary). Remedial Exercises in Work Recognition Skill. To accompany The Dominion Diagnostic Test in Word Recognition — Grade 1, Type IV. Toronto, Department of Educational Research, Ontario College of Education, 1947. 11×8½ ins. x and 130 p. \$0.50. — Contains a series of well prepared exercises for individual practice designed to assist in overcoming (1) word beginning errors, (2) word middle errors, and (3) word ending errors, and a tendency to reverse the spelling of words, as revealed in the results of the *Dominion Diagnostic Test in Word Recognition*. These exercises, and those of a mixed type in the fourth and last section intended as a review of the previous work, are printed in large type suitable for Grade I, each page permitting a record of the correct and wrong answers, which together with the progress chart on the inside of the cover enables the pupils to check up on his results.

379.635. — 374.8

ILLITERACY. —
COURSES FOR ILLITERATES (B.I.E.)

LAUBACH, Frank C. *The Silent Billion Speak*. New York, Friendship Press (1945. New and Expanded Edition). 7×4½ ins. 218 p. Index. — Working as a missionary, chiefly with the Moro people in

Mindanao in the Philippine Islands, Dr. Laubach soon realized the necessity of reducing the vernacular language to a simple form of writing and of teaching adults to read. Thus began a world-wide campaign against illiteracy, the fascinating and miraculous story of which is unfolded in this book. It involved a careful study of a host of different languages and the adaptation of specially prepared reading charts to suit each individual language — a colossal task which has had amazing and far-reaching results.

379.635. — 374.8

ILLITERACY. —
COURSES FOR ILLITERATES (B.I.E.)

LAUBACH, Frank C. *Teaching the World to Read. A Handbook for Literacy Campaigns.* New York, Published for the Committee on World Literacy and Christian Literature of the Foreign Missions Conference of North America by Friendship Press (1947). $7\frac{3}{4} \times 5\frac{1}{4}$ ins. x and 246 p. Appendices. Index. \$2.00. — In continuance of his successful work in combatting illiteracy in various parts of the world, last year Dr. Laubach participated in six literacy campaigns in the Near East and in Ethiopia and he is now touring West, Central and South Africa helping with campaigns in a dozen vernacular languages. Believing that the natural way to conduct adult education where it is necessary to begin with illiterates is 1) to teach illiterates to read by the use of the phonetic method as quickly and easily — and pleasantly — as possible, and 2) to start post-literacy classes, using as topics the vital questions and problems that confront the people of that region, he has drawn up a new handbook, with the aid of a number of collaborators, to explain how modern mass attacks on illiteracy are organized and carried on in different countries. He briefly recounts the history of a number of such modern literacy campaigns, explains the literacy techniques and methods and shows how they can be linked up with a spiritual campaign and with the production of literature.

377.1

RELIGIOUS EDUCATION (B.I.E.)

HOYLAND, Geoffrey. *Religion and the Family.* London, Allen and Unwin (1945), $7\frac{1}{2} \times 5$ ins. 100 p. 6sh. — This original and practical little book is based on two series of B. B. C. talks given in 1944, the first on "The Family Gang", the second on "Home, Children and Religion". The author has a modern outlook: he believes that we must work on natural lines, in harmony with evolution. This leads him to advocate introducing children to religion as "a gang affair" a matter of "we" and "us". Small children need stories, and good hints are given on how to tell them, but the devotional aspect of religion is not neglected, the "family gang" has to learn to pray.

375.7

ART TEACHING (B.I.E.)

ALLEN, Arthur B. *Art in the Primary School.* Being a complete Art Course for Pupils from 5 to 11 years of age. London and New York, Frederick Warne (1947). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. vi and 154 p. Illus. 7s.6d. — A firm believer in the "New Art", Mr. Allen begins by explaining what is meant by the term and how its application affects teaching. He maintains that it makes one realize the urgency of a knowledge of physics, physiology, and psychology as part of the equipment of every art teacher and every teacher who must take art lessons. In the first part of his book he deals in detail with colour harmony: its theory and practice, illustrating his points with a number of charts. In the next two parts: "The Infant as Artist" and "The Junior as Artist", concerning more particularly the syllabus of art work in the primary school,

Mr. Allen advocates free expression and free design, includes a short series of lessons in design and shows how these can be carried on and applied in more advanced practical work.

375.2. — 371.6 (391)

(NATURAL SCIENCE. —
SCHOOL SITES (B.I.E.)

Native Trees and Shrubs. A Handbook for Schools. Wellington, New Zealand Education Department, School Publications Branch, 1947. $10\frac{1}{2} \times 8\frac{1}{2}$ ins. 60 p. — Compiled mainly from articles that appeared in the regular issues of the "Education Gazette" during the years 1937-1940, the material is here published in one volume for the benefit of teachers who are planning a native tree and shrub section as part of the immediate school surroundings. The articles are well illustrated with sketches and several fine coloured plates..

375.42

HISTORY (B.I.E.)

JACKSON, J. Hampden. *The Between-War World.* A Short Political History 1918 to 1939. London, Gollancz, 1947. $7\frac{1}{2} \times 4\frac{3}{4}$, 472 p. Index. 10s. 6d. — This revised and enlarged edition of a book first published in 1935 as "The Post-War World" is a comprehensive and challenging account of the peace settlement following the 1914-1918 war and its consequences in Europe, Russia's revolt against Western domination, the political history of the Near East and the Far East, of Africa and of America. Finally, in a brief World Survey, internationalism is shown as being on trial and nationalism as finally triumphing and leading to the outbreak of yet another world war.

371.364. — 371.18 (42)

FILMS. — COLLECTIVE ACTION AMONG
TEACHERS (B.I.E.)

CARR, J. F. *Teachers' Film Groups and Their Contribution to the Educational Service.* London, The British Film Institute, 1946. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 8 p. 1s. — For the benefit of other teachers and other education authorities, the Director of Education for the City of Stoke-on-Trent here outlines the part played by teachers in his city in developing the use of film and film strips in the schools through collective action.

37 E (42)

REFERENCE BOOKS (B.I.E.)

BRADNOCK, F. W. (Compiled and Edited by) *The City of Birmingham Official Handbook 1947.* Birmingham, Published for the Corporation by the City of Birmingham Information Department by the Direction of the General Purposes Committee (1947). 10×8 ins. 208 p. Illus. — Numerous photographs aid in this story of Birmingham and its review of all the many social services, including education, the civic undertakings and the amenities of life available in the city. The education section gives information concerning all types of schools and ancillary services, vocational guidance and youth work, further education, both vocational and recreational, and facilities for university and college education.

136.7

CHILD PSYCHOLOGY (B.I.E.)

Leçons de psychologie de l'enfant. Paris, Presses Universitaires de France, 1948. $10 \times 5\frac{1}{4}$ ins. 324 p. — Twenty lessons for the benefit of primary school teachers, given mostly by doctors and professors of philosophy, and analysing in turn the physiological, mental and emotional development of the child. There are studies on the different ways of expressing a child's thoughts, on his sensory activity and mental

structure, on attention, memory, emotions, moral feeling, habits, etc. Each study represents a personal point of view though aiming always to increase the teacher's ability to know and to understand the child who logically and intellectually is so different from the adult, but otherwise so similar in his needs.

376.7

ADOLESCENCE (B.I.E.)

GROUPES LYONNAIS D'ÉTUDES MÉDICALES, PHILOSOPHIQUES ET BIOLOGIQUES. *Médecine et Adolescence*. Paris, Spes (1947). 8×5 ins. 288 p. (Convergences). — A continuation of the remarkable series of studies published under the title of "*Médecine et Education*" (see Bulletin No. 84), "*Médecine et Adolescence*" is an almost completely new edition of the medical, philosophical and biological works published in 1936 by the "Groupe Lyonnais d'Etudes", and long since out of print. It contains medical treatises on pre-puberty, puberty, the dangers for adolescents of excessive physical culture and tuberculosis, a chapter on adolescence from a psychological and educational point of view, and finally some chapters on sexual morality, on working conditions for young people and vocational guidance.

137. — 15

CHARACTER. — PSYCHOLOGY (B.I.E.)

MOUNIER, Emmanuel. *Traité du caractère*. Nouvelle édition revue. Paris, Editions du Seuil (1947). 9×5 $\frac{3}{4}$ ins. 796 p. Index. — Every thing relating to the human being, in the widest possible sense of that term is gathered together in this vast psychological treatise, the work of a writer who is regarded as one of to-day's most energetic defenders of spiritual values. Man's character in the different phases of its normal as well as its abnormal development is thoroughly analysed in relation to the individual himself, to others and to life in general. The last chapter sketches the spiritual life of man as it affects his character.

377.24. — 371.025. — 377.922

CHILDREN'S FAULTS. — PARENT
EDUCATION. — EDUCATIONAL
GUIDANCE (B.I.E.)

BUCK, J. M. de. *Pourquoi vous résigner aux échecs scolaires ?* Bruges-Paris, Desclée de Brouwer (1948) 7 $\frac{3}{4}$ ×4 $\frac{3}{4}$ ins. 214 p. — Writing especially for parents, the author studies the delicate problem of laziness in school-children. Laziness to him is primarily due to maladaptation of the child, not to work but to some specified work. To force a child to overcome an obstacle for which he is maladapted is to emphasise some recognised defect which will only serve to increase his simulated laziness. Chronic setbacks discourage a child thereby causing him to work badly and probably damage his mind, thus making him unable to live wholeheartedly. The remedies are simple: 1) good initial guidance at the appropriate time; 2) placing more importance on character training and work-habits than on the acquisition of knowledge; 3) efficient supervision and good hygienic conditions for school-children. A fresh start made after repeated setbacks will necessitate a re-education of character only possible by suitable psychotherapeutic treatment.

371.025

PARENT EDUCATION (B.I.E.)

VIOLETT, J. *Petit traité d'éducation*. Le classique des parents. Paris, Editions familiales de France (1947). 9×5 $\frac{1}{2}$ ins. 246 p. Fr. 210. — Canon Viollet, one of the pioneers of the movement in favour of better family life in France once more addresses parents. He examines the

dominating principles of the problem of moral training for children and adolescents, and studies the training of the faculties (will, intelligence, conscience, imagination, religious instruction), and finally the training of personality. The author points out there are no ready made recipes for this kind of education. For him, education is an art which implies a full knowledge of the subject, his actions and his reactions.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

MEILLI, Richard. *Psychologie de l'orientation professionnelle*. Genève, Editions du Mont-Blanc (1948). $7\frac{3}{4} \times 5\frac{1}{2}$ ins. 122 p. (Action et Pensée) Fr. 5.50. — Mr. Meilli has not attempted to provide a systematic survey of detailed information, preferring rather to share the observations made during the course of his busy career as a vocational guidance officer. He examines the influence of a career on personality and the psycho-physiological structure of the individual in relation to his career, then he touches on the existing links between career and character. One important chapter deals with "mental apparatus" in which Mr. Meilli studies problems concerning the qualities of intelligence (complexity, plasticity, globalisation, fluidity), the material aspects of intellectual behaviour (sight, hearing, movement, language), special functions (memory, attention), and character. After a chapter on the study of manual ability the author examines several aspects of psychological examinations and warns beginners in a vocational guidance career against trifling in this field.

373.54. — 317.42

TECHNICAL EDUCATION. —
SCHOOL REFORM (B.I.E.)

NAVILLE, Pierre. *La formation professionnelle et l'école*. Paris, Presses Universitaires de France, 1948. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 134 p. — After reviewing the efforts already made to link the workshop with the school, the author emphasises the interdependence of the problem arising from the need for educational reform and economic and social questions. Surveying the general structure of education, he maintains that the fundamental unity of school and apprenticeship should be recognised at every stage, and examines the conditions which form the basis of the reform of technical education in France.

778.53

CINEMA (B.I.E.)

COHEN-SEAT, Gilbert. *Essai sur des principes d'une philosophie du cinéma*. I. Introduction générale. Notions fondamentales et vocabulaire de filmologie. Paris, Presses Universitaires de France, 1946. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 184 p. Index. Nomenclature cinématographique. — The first of a series of four volumes on the principles of a cinema philosophy in which the author makes a penetrating analysis into this new branch of the science which he calls 'filmology'. He shows us the perpetual symbolism of the picture, which as Raymond Boyer states in a note on the book, "consciously accomplishes the unconscious work of the mind", and clarifies certain unknown aspects of this new art, whose development can have incalculable effects on human thought.

37 G (494)

YEARBOOKS (B.I.E.)

Archiv für das schweizerische Unterrichtswesen. 33. Jahrgang 1947 mit Unterstützung des Bundes herausgegeben von der Konferenz der kantonalen Erziehungsdirektoren. Redaktion: Dr. E. BAEHLER, Aarau Frauenfeld, Huber, 1948. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 212 p. — This year the 'Swiss Archives on Education' are devoted entirely to a description of the

organisation of schools in the different Swiss cantons. Data for this important work was drawn from cantonal legislative decrees dealing with education and the reports published in the Archives between the years 1943 and 1947, supplemented by reports from various schools and institutions. As its sub-title "Diversity in Unity" indicates, the Swiss educational system, though having a common base determined by article 27 of the Swiss Constitution, is an expression of the cultural needs of the various cantons, whose geographic and economic circumstances, financial means and educational conceptions vary very considerably. In view of the magnitude of this work, the legislative decrees, statistics and customary reports concerning the past year will be published in the next volume.

136.7

CHILD PSYCHOLOGY (B.I.E.)

LOOSLI-USTERI, M. *Die Angst des Kindes*. Bern, Huber (1948). 8 $\frac{1}{4}$ × 6 ins. 164 p. Bibliogr. Index. — This book is a revised edition, in German, of a study published in 1943 as a supplement of the *Revue suisse de Psychologie et de Psychologie appliquée*, entitled « *De l'anxiété enfantine* » (see Bulletin No. 67). In the light of her experiences in connection with the psychological re-education of anxious children, based chiefly on the theories of the Zurich psychologist Jung, Mrs. Loosli studies the main problems dealing with the nature, diagnostics and treatment of fear in children.

37 A. — 371.42 (43)

GERMANY. — SCHOOL REFORM (B.I.E.)

LÖFFLER, Eugen. *Denkschrift über die Neuordnung des Erziehungswesens*. Stuttgart, Quell-Verlag der Evangelischen Gesellschaft, 1947. 8 × 6 ins. 54 p. — This pamphlet, written by a well-known educationist at the instigation of the Evangelical Churches in the American zone of Germany, offers a detailed picture of the new organisation of the educational system in this zone, and proposes an emergency programme for the realisation of the reforms envisaged.

375.7. — 37 C

ARTISTIC EDUCATION. —
BIOGRAPHIES (B.I.E.)

ROCHOWANSKI, L. W. *Die Wiener Jugendkunst*. Franz Cizek und seine Pflegestätte. Wien, Frick (1946). 8 $\frac{1}{4}$ × 6 ins. 102 p. Illus. — This book relates the life and work of Franz Cizek, Viennese artist and teacher, who established an art school whose ramifications have spread to many countries. The interest of this work lies chiefly in the numerous reproductions of drawings, paintings, sculptures, and engravings carried out by Cizek's pupils. Taken from the original documents, they reveal the child's soul and show how he is able to express himself without fear of adult judgment and without any sort of external restraint.

370.4

PEDAGOGY (B.I.E.)

DA SILVA, C. Leoncio. *Pedagogia speciale pratica. I — L'educando*. Torino, Società Editrice Internazionale (1948). 9 × 6 ins. 636 p. Bibliogr. Index. (Collana Pedagogica "D. Bosco", serie prima, Volume 11) Lire 1400. — In this vast study the author considers pedagogy as a practical means of knowing the child. He qualifies this pedagogy as "special", in contrast to "general" pedagogy which he affirms belongs to the realm of the sciences and of which he has already spoken in another volume. This "special" pedagogy purposes to apply

the general pedagogic principles to the particular problems of education. Under the central theme of "the trainee" (*L'educando*), that is to say the child, the study consists of five parts, each with several chapters and sub-divisions. The first concerns the child's knowledge, whereas the other four each deal with his training: physical, intellectual, moral and religious, and social education. Scientific methods of investigation are described in the first part, which also contains models for biographical, biotypological and psychological records. Each chapter ends with bibliographical references, thus making the whole a vast and varied source of information on the problem of child development.

37 B

HISTORY OF EDUCATION (B.I.E.)

CARUSO, Ada. *Pia. Sommario di storia della pedagogica*. In appendice: Comenio, Lambruschini, Lombardo-Radice. Roma, "La Navicella", 1947. 7×4 $\frac{1}{2}$ ins. 212 p. Bibliogr. (Manuali "Minerva" per gli esami e i concorsi, No. 15.) Lire 250.— Writing for prospective teachers, the author briefly and clearly describes the evolution of education and of pedagogical thought throughout the ages. She shows that the educational tendencies and principles have been influenced by the great events in history, but she is careful to indicate the characteristics of each epoch and to place education in its proper framework. Three more detailed chapters, each followed by a bibliography, are devoted respectively to Comenius, Lambruschini and Lombardo-Radice, so that future teachers can learn from the experience of their predecessors.

373.15 (45)

INTERMEDIATE SCHOOLS (B.I.E.)

GOZZER, Giovanni. *La scuola ponte*. Osservazioni—esperienze—problemi della scuola media. Trento, Arti grafiche saturnia, 1948. 8×5 $\frac{1}{2}$ ins. 152 p. (Quaderni della scuola nuova.) Lire 250.— In Italy the "intermediate" or junior high school (*scuola media inferiore*) bridges the gap between the primary school and the secondary school. The importance of this transitional period, during which the children of 11 to 14 years pass from knowledge of the concrete to abstract ideas, should not be overlooked. In order to help the teacher of this age group in his difficult task, the author — an experienced teacher and, for the past year, director of the Centre for the Study of School Problems — recounts his experiences and his observations. Having had an opportunity of visiting a number of new schools in several western European countries, he would like to see more activity methods used in his country.

37 C. — 371.911

BIOGRAPHIES. — EDUCATION OF THE BLIND (B.I.E.)

SOLERI, Ernesto. *Tre luci nella notte*. Augusto Romagnoli — Anna Antonacci — Eugenio Malossi. Brescia, "La Scuola" (1948): 8 $\frac{1}{2}$ ×6 ins. 192 p. Illus. Appendix. Lire 300.— The lives of the three persons deprived of sight whose work is described here are a moving example of courage, faith and solid moral qualities, which cannot fail to stimulate the young people for whom the book is written. All three proved that their infirmity could not affect their intelligence or spirit nor prevent them from being of use to their neighbours. In an appendix, the author, who is herself afflicted with blindness, gives a historical account of the status of blind people from ancient times up to the progress made in their education in recent years.

37 G. — 379.96 (82) YEARBOOKS. — STATISTICS (B.I.E.)

DIRECCIÓN GENERAL DE ESTADÍSTICA Y PERSONAL. Anuario Estadístico. correspondiente al Año 1944. Buenos Aires, Ministerio de Justicia e Instrucción Pública, 1947. 11 × 8 $\frac{1}{4}$ ins. 240 p. — This volume, published by the Ministry of Education, contains statistical data for the year 1944 concerning schools in the Argentine. The first part deals with educational establishments directly dependent on the Ministry, such as national colleges, normal schools for the training of teachers, and commercial, industrial and vocational schools. The second part is devoted to private schools assimilated to official establishments and the third part to universities. Primary and agricultural schools, libraries and museums are dealt with in the last part.

373.52 (72) AGRICULTURAL TEACHING (B.I.E.)

DEPARTAMENTO DE ENSEÑANZA AGRÍCOLA. Escuelas prácticas de agricultura. Mexico, Secretaría de Educación pública, 1946. 9 × 7 ins. 354 p. Illus. — This volume deals with problems relative to agricultural education in Mexico and gives a detailed description of the organisation of the Department of Agricultural Education, passing in review the various agricultural establishments in the country. Supplemented by numerous illustrations, this volume will be of documentary value to all who are interested in the question of education in the vast agricultural regions of Latin America.

373.54. — 374.7' (891) TECHNICAL EDUCATION. — POPULAR UNIVERSITIES (B.I.E.)

ARIAS, José F. Universidades del Trabajo. Proemio Antecedentes Finales. Montevideo, Independencia, 1947. 8 × 5 $\frac{1}{2}$ ins. 176 p. — The Labour Universities owe their birth to the effort to centralize the vocational training of workers in industry and in agriculture and to improve methods of production. Mr. Arias, the present Director of the Labour University of Uruguay, here traces the different steps by which the movement finally led to the 1942 law establishing this institution. The Labour University, which in the first place should help to raise the intellectual level of the workers, has never ceased to develop and it now includes all industrial, commercial and craftsmanship branches. It also provides continuation courses and vocational guidance.

37 G (439) YEARBOOKS (B.I.E.)

A Köznevelés évkönyve. Budapest, Magyar Vallás-és Közoktatásügyi Minisztérium (Hungarian Ministry of Education). 1948. 8 × 5 $\frac{1}{4}$ ins. 284 p. — The first annual "Köznevelés" (Official Journal of the Ministry of Education) summarizes the efforts made in Hungary in the field of education since the end of the war. The studies which it contains deal with very varied subjects: reforms in the organisation of education, introduction of the general school, training of teachers, activity of institutes of child psychology, etc. Mr. Ortutay, Minister of Education, himself introduces the new venture.

136.7 CHILD PSYCHOLOGY (B.I.E.)

Tanítás és értelmi fejlődés. Budapest, Magyar Vallás-és Közoktatásügyi Minisztérium (Hungarian Ministry of Education), 1947. 8 $\frac{1}{4}$ × 6 ins. 192 p. — This volume is the result of an inquiry conducted by the official journal of the Hungarian Ministry of Education "Köz-

nevelés" among fourteen wellknown child psychologists in Hungary. The studies touch upon all branches of child psychology: the child's idea of the world, the genesis of number and the development of the notion of quantity in the child, the origins of his language, thought and morale. In construction the book follows very closely the subjects treated by Professor J. Piaget in his works on the mental development of the child, and show — as indicated in the preface — the great influence exercised by the famous Swiss psychologist in Hungary. The purpose of the volume is to offer Hungarian educationists a general picture of the present state of psychology and its development.

370.47

SOCIOLOGY OF EDUCATION (B.I.E.)

CHAŁASIŃSKI, Józef. *Spółczesność i wychowanie. Socjologiczne zagadnienia szkolnictwa i wychowania w społeczeństwie współczesnym*. Warszawa, Instytut Wydawniczy "Nasza Księgarnia", 1948. 10 $\frac{1}{4}$ × 7 ins. 432 p. — This work is both a systematic review and a thorough analysis of the chief sociological problems of schools and of education, and a synthesis of the contemporary sociological science of education applied to the economic and social problems of the present epoch. It contains seven main chapters, the first of which deals with the elements of the sociological theory of education. In the second, which concerns the individual and the group in the technique of education, the author speaks of the problems of a democratic culture, and of an educational, psychological and sociological technique of various movements; communist, nazí, Christian, etc. The third chapter, entitled "From Primitive Initiation to the University", contains a summary of the history of education from the sociological point of view. The fourth chapter establishes the relationship between education and the intellectual and social currents of the period of nationalism and of capitalism. Two other chapters successively describe the school in the traditional peasant society and in the capitalist society, while the last chapter deals with education as the object of philosophy and of science.

371.38. — 371.037

ACTIVITY METHODS. —
SCOUTING (B.I.E.)

KAMINSKI, A. *Nauczenie i wychowanie metodą harcerską*. Warszawa, Instytut Wydawniczy "Nasza Księgarnia", 1948. 8 $\frac{3}{4}$ × 6 $\frac{1}{4}$ ins. 288 p. — The whole of this book is devoted to an analysis of the educative method practised by scouts. The author, himself a scout and a teacher with a good cultural experience, is convinced that the scout method can be successfully utilised by teachers and applied to a great extent at school, without upsetting the traditional system of classes, timetables and curricula. On the basis of his own educational experiences, the author deals successively with all the important questions relative to education and to teaching. The longest chapters are devoted to the use of different games in teaching various subjects in the primary and intermediate schools, as well as the utilisation of teams and groups of pupils for the improvement of school work and for the character training of future citizens. In the last chapter he speaks of self-government among the pupils, punishments and the general atmosphere of the school.

OTHER PUBLICATIONS RECEIVED

379.96 (73)

STATISTICS (B.I.E.)

BLOSE, David T. Under the Direction of Emery M. Foster. **Statistical Summary of Education, 1943-44.** Chapter I, Biennial Survey of Education in the United States 1942-44. Washington, D.C., U.S. Government Printing Office, 1947. $9\frac{1}{4} \times 6$ ins. 40 p. 15 cents.

37 A. — 379.94 (685)

SOUTH AFRICA. — OFFICIAL REPORTS (B.I.E.)

EDUCATION DEPARTMENT — ORANGE FREE STATE PROVINCE. **Report for the Year ending 31st December, 1946.** (Bloemfontein), A.C. White P. & P. Co., Ltd. $13 \times 8\frac{1}{2}$ ins. 168 p.

37 A. — 379.94 (687)

SOUTH AFRICA. — OFFICIAL REPORTS (B.I.E.)

DEPARTMENT OF PUBLIC EDUCATION — CAPE OF GOOD HOPE. **Report of the Superintendent-General of Education for the Year 1946.** Cape Town, Mercantile-Atlas Printing Co. (Pty.), Ltd., 1947. $9\frac{1}{2} \times 6$ ins. 158 p.

37 A. — 379.94 (71)

CANADA. — OFFICIAL REPORTS (B.I.E.)

CANADA — PROVINCE OF QUEBEC. **Report of the Superintendent of Education of the Province of Quebec for the Year 1945-1946.** Quebec, Rédempti Paradis, King's Printer, 1947. $9\frac{3}{4} \times 6\frac{3}{4}$ ins. 240 p.

37 A. — 379.94 (931)

NEW ZEALAND. — OFFICIAL REPORTS (B.I.E.)

NEW ZEALAND. **Education: Primary and Post-Primary Education.** 46 p. 1s. — **Education of Native Children.** 10 p. 6d. — **Education: Child Welfare, State Care of Children, Special Schools, and Infant-Life Protection.** 12 p. 6d. — **Education: Higher Education.** 4p. 3d. — (Wellington, V. E. Paul, Government Printer). $9\frac{3}{4} \times 6$ ins.

37 A. — 379.94 (944)

AUSTRALIA. — OFFICIAL REPORTS (B.I.E.)

SOUTH AUSTRALIA. **Report of the Minister of Education for the Year ended 31st December, 1946.** Adelaide, K. M. Stevenson, Government Printer, 1947. $13 \times 8\frac{1}{4}$ ins. 26 p.

37 A. — 379.94 (945)

AUSTRALIA. — OFFICIAL REPORTS (B.I.E.)

VICTORIA. **Education. Report of the Minister of Public Instruction for the Year 1946-47.** Melbourne, J. J. Gourley, Government Printer, 1948. $13 \times 8\frac{1}{4}$ ins. 40 p.

37 P

RESEARCH (B.I.E.)

Annual Report — Department of Educational Research, Ontario College of Education, 1946-47. Toronto, The Department of Educational

Research, Ontario College of Education. (Written as of June 30th, 1947.) $11 \times 8\frac{1}{2}$ ins. 16 p.

37 P. — 375.2 (47)

RESEARCH. — SCIENTIFIC
EDUCATION (B.I.E.)

ASHBY, Eric. *Scientist in Russia*. Harmondsworth (England) and New York, Pelican Books (1947). $7 \times 4\frac{1}{2}$ ins. 252 p. 1s.

371.73. — 372.213

PHYSICAL EDUCATION. —
INFANTS SCHOOLS (B.I.E.)

MORGAN, F. A. *Physical Training in the Infant School*. (Reprinted from "The Practical Infant Teacher".) London, Pitman, 1938. $10 \times 7\frac{1}{2}$ ins. 32 p. Illus. 1s.6d.

372.9. — 375.12 (931)

LANGUAGE EDUCATION. — MOTHER
TONGUE (B.I.E.)

English. Standard I. — English. Standard II. Wellington, School Publications Branch, New Zealand Education Department. $8\frac{1}{4} \times 6$ ins. Each 80 p. Illus.

375.106 (931)

LITERATURE (B.I.E.)

Writing in New Zealand. No. 3 *The Short Story*. No. 5 *The Novel 1860-90*. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. Each 16 p. (Post-Primary School Bulletin, Vol. I. Nos. 3 & 11 resp.)

375.75 (931)

MUSIC (B.I.E.)

JENNER, Ernest. *Music*. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 16 p. (Post-Primary School Bulletin, Vol. 1, No. 4.)

375.41 (931)

HISTORY (B.I.E.)

BEAGLEHOLE, J.C. *How History is Written*. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 16 p. (Post-Primary School Bulletin, Vol. 1, No. 8.)

375.40 (931)

SOCIAL STUDIES (B.I.E.)

Social Studies. No. 1. *The Dairy Farm* by H.C.D. SOMERSET. No. 2, *The High Country Run* by John Pascoe. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. Each 16 p. (Post-Primary School Bulletin, Vol. 1, Nos. 7 & 10 resp.)

371.037

YOUTH MOVEMENTS (B.I.E.)

From Jamboree to Jamboree. *The Story of the World Jamboree of the Boy Scout Movement*. Reprinted from "Jamboree". London, The Boy Scouts International Bureau, 1947. $9\frac{3}{4} \times 6\frac{1}{4}$ ins. 40 p. Illus. 2s.6d. (In Great Britain.)

37 C. — 28

BIOGRAPHIES. — CHRISTIANITY (B.I.E.)

MATHEWS, Winifred. *Dauntless Women*. *Stories of Pioneer Wives*. London, Edinburgh House Press, 1947. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 124 p. 2s.6d.

375.825

INTERNATIONAL TEACHING (B.I.E.)

Teaching about the United Nations. Washington, D. C., National Education Association of the United States. 9×6 ins. 40 p. Illus.

371.372 (73)

BROADCASTING (B.I.E.)

HILL, Frank Ernest. *Time in for Education.* Eleven Years of Education by Radio. New York, National Committee on Education by Radio, 1942. 8 $\frac{1}{4}$ ×5 $\frac{1}{2}$ ins. 110 p.

613.87

MENTAL HYGIENE (B.I.E.)

ALBERT-WEIL, Jean. *De la souffrance à la pensée.* Préface de Henri Baruk. (Genève et Annemasse) Editions du Mont-Blanc (1948). 8×5 $\frac{1}{2}$ ins. 232 p. Bibliogr. (Collection "Action et Pensée", No. 41).

172

SOCIAL ETHICS (B.I.E.)

MURET-CAMPBELL, H. *La personne et la masse.* Simples méditations. Préface de Paul Chaponnière. (Genève et Annemasse) Editions du Mont-Blanc (1947), 8×5 $\frac{1}{2}$ ins, 120 p.

172.4

PEACE (B.I.E.)

TROUBAT LE HOUX. *L'homme et la paix. — L'esprit et la paix. — La paix des travaux et des jours. — Le secret de la paix. — Le chemin de la paix. — Le mérite de la paix.* 6 vol. Saint-Dié (Vosges), Imp. Loos, de 1940-1945. 7×5 ins. 212 p.; 198 p.; 200 p.; 208 p.; 246 p. Illus.

375.99. — 371.43

CENTRES OF INTEREST. — ACTIVITY SCHOOL (B.I.E.)

AUBERT, Paul et VIRET, Edmond. *L'école vivante par les centres d'intérêt.* 2e éd. Lausanne, Payot, 1947. 9×6 ins. 188 p.

15

PSYCHOLOGY (B.I.E.)

HAEBERLIN, Paul. *Minderwertigkeitsgefühle.* Ihre Entstehung und Ueberwindung. 6. Auflage. Zürich, Schweizer Spiegel Verlag (1947). 7 $\frac{3}{4}$ ×5 ins. 62 p. Fr. 4.20.

37 B

HISTORY OF EDUCATION (B.I.E.)

SWIEBOCKI, A. *Die Entwicklung der Didaktik im 17. Jahrhundert mit spezieller Berücksichtigung des Wirkens von J. A. Comenius.* Andelfingen (Zch.), Akeret, 1948. 90 p.

131

PSYCHOANALYSIS (B.I.E.)

FEDERN, Paul et MENG, Heinrich (Hrg. von). *Das psychoanalytische Vokabular.* Seelenkunde, Hygiene, Krankheitskunde, Kulturkunde. IV. Aufl. Bern, Huber (1939). 7 $\frac{1}{2}$ ×5 ins. 736 p. (Bücher des Werdenden, Band I/II). Fr. 24.50.

371.861

CHILDREN'S LITERATURE (B.I.E.)

Jugendschriften-Fragen. Zürich, Verlag des Schweizerischen Lehrervereins, 1947. 8 $\frac{1}{4}$ ×5 $\frac{3}{4}$ ins. 72 p. (Reihe Schriften des Schweizerischen Lehrervereins Nr. 26).

372.5 HANDWRITING (B.I.E.)

GREUTER, Walter. *Die Schriftformierung in der Schweiz*. Ein Rück- und Ausblick. Zürich, Verlag des Schweizerischen Kaufmännischen Vereins, 1945. 44 p. Illus.

371.026 (494) HOME AND SCHOOL (B.I.E.)

SCHULAMT WINTERTHUR. *Eltern und Lehrer Hand in Hand*. Winterthur, Schulamt. $8\frac{1}{4} \times 6$ ins. 12 p.

284. — 371.037

PROTESTANTISM. —
YOUTH MOVEMENTS (B.I.E.)

STUFKENS, N. *Die Kirche ruft die Jugend*. Zürich, Gotthelf-Verlag (1948). $7\frac{3}{4} \times 4\frac{3}{4}$ ins. 138 p.

375.6 RELIGIOUS TEACHING (B.I.E.)

CABRERO, Rosa Marín. *Pedagogía del Evangelio*. Madrid, Consejo superior de investigaciones científicas, Instituto "San José de Calasanz" de pedagogía, 1946. $8 \times 5\frac{1}{2}$ ins. 138 p.

172

SOCIAL ETHICS (B.I.E.)

TRUEBLOOD, D. Elton. *Bases para la reconstrucción*. Buenos Aires, "La Aurora"; Mexico, Casa unida de Publicaciones (1947). $7\frac{3}{4} \times 5\frac{1}{4}$ ins. 140 p.

(42)

GREAT BRITAIN (B.I.E.)

MINISTERIO DE JUSTICIA E INSTRUCCIÓN PÚBLICA DE LA NACIÓN ARGENTINA. *Ley de Educación de Gran Bretaña*. Buenos Aires, Dirección General de Informaciones, Biblioteca y Estadística, 1947. 10×7 ins. 126 p.

374.8. — 379.635

COURSES FOR ILLITERATES. —
ILLITERACY (B.I.E.)

LAUBACH, Frank C. *Los millemos silenciosos hablan*. Buenos Aires, Ed. "La Aurora"; Mexico, Casa unida de Publicaciones (1947). $7\frac{1}{2} \times 5\frac{1}{4}$ ins. 236 p.

91. — 375.41

GEOGRAPHY. — TEACHING OF
GEOGRAPHY (B.I.E.)

O'REILLY STERNBERG, Hilgard. *Contribuição ao estudo na geografia*. I. — O trabalho de campo na geografia. II. — O laboratorio de geografia e o equipamento didático. Prefácio de Pierre Deffontaines. (Rio de Janeiro). Ministério da Educação e Saude, Service de Documentação, 1946. $9 \times 6\frac{1}{4}$ ins. 136 p. Illus.

III. ACTIVITY OF THE BUREAU

RESEARCH DIVISION

School Organisation and Legislation Section

Inquiry on School Psychologists. — The report of this inquiry is now published and will be represented at the XIth International Conference on Public Education, organised jointly by the International Bureau of Education and by Unesco.

Inquiry on the Teaching of Handwriting. — The report of this inquiry is now published and will also be presented at the XIth International Conference on Public Education.

Inquiry on the Teaching of Reading. — The questionnaire of this inquiry, the text of which is to be found at the beginning of this Bulletin, has been sent to the Ministries of Education and already a number of replies have reached the Bureau.

Inquiry on the Introduction to Natural Science in the Primary Schools. — This inquiry is arousing much interest and several very full replies have already arrived from the Ministries of Education. The text of the questionnaire is to be found at the beginning of this Bulletin.

Children's Literature Section

While continuing to receive the children's books which have been mentioned by experts in different countries, this Section has also been requested to gather together an international collection of school textbooks.

INFORMATION DIVISION

Documentation and Information

Letters. — Letters received: January, 226; February, 242; March, 400; total, 868. Letters despatched: January, 310; February, 269; March, 499; total, 1078.

Books received for the various collections of the library during the first quarter of 1948: 673.

Publications of the Bureau

Recently published:

The Teaching of Handwriting. From information furnished by the Ministries of Education. 126 p. • Illus. Fr. 5.
(See p. 74 of this Bulletin.)

School Psychologists. From informations furnished by the Ministries of Education. 106 p. Fr. 5.
(See p. 74 of this Bulletin.)

INTERNATIONAL BUREAU OF EDUCATION
GENEVA

BIBLIOGRAPHICAL SERVICE

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

372.5

HANDWRITING (B.I.E.)

The Teaching of Handwriting. From information furnished by the Ministries of Education. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 103, 1948. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 126 p. Illus. Fr. 5.— The teaching of handwriting gives rise to many varied questions. Since it has to be adapted to new educational ideas and also to the practical needs of modern life, it is necessarily always in evolution. The report of the international inquiry undertaken by the International Bureau of Education, which is based on the replies from 48 countries, points out the most noticeable tendencies in teaching methods: the use of script writing in the early stages or the immediate teaching of cursive characters, writing by traction or writing by pressure, joined or unjoined cursive writing, etc. It also broaches the problem of the choice of tools, concrete initiation and preliminary exercises, as well as the relationship of quality and speed. Several pages of illustrations give one a glimpse of certain kinds of exercises and types of writing. The volume was presented to the Eleventh International Conference on Public Education, convened jointly by the International Bureau of Education and Unesco, and held in Geneva from 28th June to 3rd July, 1948. Though not wishing to advocate any particular method, the Conference adopted a recommendation drawing the attention of the Ministries of Education to certain essential principles in the teaching of handwriting.

371.196

SCHOOL PSYCHOLOGISTS (B.I.E.)

School Psychologists. From information furnished by the Ministries of Education, Paris, Unesco; Geneva, International Bureau of Education, Publication No. 105, 1948. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 106 p. Fr. 5.— Since more and more importance is being accorded to psychology in education, the International Bureau of Education deemed the time opportune to undertake an inquiry on the role assigned to specialists in school psychology. But as the latter is still in the formative stage, it was difficult to obtain information on all the various initiatives in this field. However, judging from the replies received from 43 countries, it is possible to state that even in countries where school psychological services are not yet systematically organised there is a strong movement in favour of their creation. The general study, based on these replies, offers useful data on the following points: The aims assigned to educational psychology, the persons and institutions in charge of the psychological examination of pupils, the pupils who are given such examination, the methods used, the training of educational psychologists, their administrative status, and plans for the further development of educational psychology. This report enabled the Eleventh Conference on Public Education, convened jointly at Geneva by the International Bureau of Education and Unesco, to adopt a recommendation tending to popularize and to hasten the movement in favour of the development of educational psychology.

377.912 (42)

PSYCHOLOGICAL CLINICS (B.I.E.)

HALL, Muriel Barton. *Psychiatric Examination of the School Child*. London, Edward Arnold, (1947). 8 $\frac{3}{4}$ 5 $\frac{1}{2}$ ins. viii & 368 p. Bibliogr. Index. 15s. — Designed primarily for the medical practitioner, but written in non-technical language so that it may be equally useful to educationists, magistrates or social workers, this remarkable study reviews the different problems confronting social medicine as it concerns the mental welfare of children and young adolescents (5 to 15 years). All the material on which the study is based was obtained from experience in the routine practice of child psychiatry in a provincial area of England and Wales. It is divided into three parts in the first of which certain types of complaints and methods of investigation are described. The main body of the book discusses the various groups of disorders and states likely to be encountered in clinical work, grouping them according to whether they relate to mental, physical or nervous development. Finally good advice is given concerning treatment, environmental adjustment—including a complete change of environment where necessary—and legal measures that ought to be taken in certain cases.

136.7 — 377.25

CHILD PSYCHOLOGY. — EDUCATION
FOR FAMILY RELATIONSHIPS (B. I. E.)

BOWLEY, Agatha H. *The Problems of Family Life*. An Environmental Study. Edinburgh, Livingstone, 1946. 7 $\frac{1}{2}$ ×5 ins. viii & 106 p. Illus. Appendix. Index. 5s. — Based primarily on personal experience of the difficulties of parents and children encountered while working as the Senior Psychologist for the Leicester Education Committee, and supplemented by several case histories and twenty photographs, Dr. Bowley's study contains much practical advice on the psychological needs of the family, on problems arising out of the parent-child or teacher-child relationship, on habit disorders at home and on the factors producing so-called "naughty" children.

136. 7

CHILD PSYCHOLOGY (B.I.E.)

BLATZ, W. E. *Understanding the Young Child*. London, University of London Press (1948). 7 $\frac{3}{4}$ ×4 $\frac{3}{4}$ ins. xii & 272 p. Index. 6s. 6d. — Originally published in 1944 (see Bulletin No. 73), this study by the Director of the Institute of Child Study of the University of Toronto was reprinted in the early part of this year in view of its importance. It provided a suitable outline on the systematic approach to child psychology for the many Child Care Reservists who were needed to staff the emergency Wartime Nurseries in Birmingham (England), but will be found equally useful for all dealing with young children.

371.94 (42)

HOMELESS AND ORPHAN CHILDREN (B.I.E.)

HOLMES, G. V. *The Likes of Us*. London, Frederick Muller (1948). 7 $\frac{3}{4}$ ×5 ins. 192 p. 7s. 6d. — A very human document giving a fascinating and charming account of child life in a children's "Home" by one who was herself brought up in one of Dr. Barnardo's "Children's Villages" and is able to present the children's point of view, their emotions and reactions and their loyalty to their "Home". Official reports can bring injustices and bad treatment to light and legislation can seek to remedy these shortcomings and to improve the material situation in children's homes, but neither report nor legislation can be really effective without vital understanding of the children concerned. The necessity for making

provision for an increased number of orphaned or neglected children as a result of the war makes this understanding all the more essential—hence the importance of a book like this.

371.93

YOUNG DELINQUENTS (B.I.E.)

Lawless Youth. A Challenge to the New Europe. A Policy for the Juvenile Courts prepared by the International Committee of the Howard League for Penal Reform 1942-1945. By several authors. London, Allen & Unwin, 1947. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 252 p. Appendices. Index. 10s. 6d. — Compiled by representatives from thirteen different countries, this important book attempts to answer some of the problems raised by juvenile delinquency. Six chapters by as many different authors who all have considerable experience of juvenile delinquents, deal with various aspects of the subject. Each author emphasises the need for prevention rather than cure; for treatment rather than punishment; for providing children with a better environment, rather than attempting to guarantee their good behaviour by means of deterrent punishments. The part played by the Juvenile Courts in educating the young offenders who come before it is also described. An appendix provides "a critical summary of the law and practice concerning the treatment of young offenders" in the different countries, whilst another appendix deals with the treatment of neglected and problem children in Norway. The importance of 'aftercare' and of 'educational justice' is discernible in the legal system of each of the countries discussed.

372.21 (73)

PRE-SCHOOL EDUCATION (B.I.E.)

DAVIS, Mary Dabney. **Schools for Children Under Six.** A Report on the Status and Need for Nursery Schools and Kindergartens. Washington, D.C., Federal Security Agency, Office of Education, Bulletin 1947, No. 5. $9\frac{1}{4} \times 6$ ins. vi & 58 p. Illus. 20 cents. — A full, clear and comprehensive report giving every desirable information on the subject. A table shows that the proportion of the 8,606,995 children between 2 and 5 years attending school is 10.5% while that of the 2,054,385 children between 6 and 7 years is 69.1%. The percentage is naturally much higher in cities than in rural areas.

375.122. — 371.265 (41)

BILINGUALISM. — PSYCHOLOGICAL TESTS (B.I.E.)

SMITH, Christiana A. **Mental Testing of Hebridean Children in Gaelic and English.** With a statistical analysis by D. N. Lawley. London, University of London Press, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 42 p. (Publications of the Scottish Council for Research in Education, xxvii,) 1s. — This study, the first one made for the Committee on Bilingualism of the Scottish Council for Research in Education, describes the difficulties experienced by the bilingual children of a lonely Scottish island (Lewis), Gaelic-speaking but whose school life—beginning at 5 years—is carried out entirely in English.

371.12 (416)

TRAINING OF TEACHERS (B.I.E.)

GOVERNMENT OF NORTHERN IRELAND. **Report of the Committee on the Recruitment and Training of Teachers.** Belfast, His Majesty's Stationery Office, 1947. $9\frac{1}{2} \times 6$ ins. viii & 88 p. 2s. 6d. — In view of the "particular" problems, arising largely from geographical and religious factors, which made the work of the Northern Ireland Committee differ from that of the McNair Committee in England and Wales and of the Advisory Council on Education in Scotland who also

dealt with the recruitment and training of teachers, the present report begins with a brief account of the existing educational system in the country, especially as this affects the training of teachers. It then passes to the changes necessitated by the introduction of the new system resulting from the Education Act of 1947, and to questions of general policy, before discussing in fuller detail the training of teachers for the various types of primary, secondary, special and technical schools. The recommendations of the Committee are summarised at the end.

370.3

PHILOSOPHY OF EDUCATION (B.I.E.)

RUGG, Harold. *Foundations for American Education*. Yonkers-on-Hudson, N.Y., World Book Company (1947). 9×6 ins. xli & 828 p. Index. — This is a great book, indispensable for understanding of the development of American education, and which fearlessly faces the formidable problems confronting education to-day in many parts of the world. Prof. Rugg dedicates his book to six great Americans who led their peers in building an American philosophy of experience on the human, social, and esthetic frontiers and the frontier of freedom and control. These he calls "the men of the consensus". These men expressed ideas upon which Rugg believes that a great education can be built to-day, i.e. the philosophy of experience which underpins all the foundations of education, and the principle of organisation. The primary need is to find, in a period of social change and cultural confusion, a principle of unity which will bring order out of chaos, and for these men of the Philosophy of Experience the saving principle of cultural unity is to be found in a great synthesis of the foundational concepts of man. Rugg devotes his major effort to discovering and organising such a synthesis of key concepts. He proposes as the four foundations of education: a new bio-psychology (Part II), a new sociology (Part III), a new esthetics (Part IV) and a new ethics (Part V). Part VI he calls "The Educational Frontier: 1890's-1940's". The principle of cultural unity will work its maximum effect when it is accepted as the intellectual outline of the programme of education. While accepting the disappearance of completely separate school subjects, Prof. Rugg believes that subject matter, or curriculum materials, must be carefully selected, grouped and organised, not left to chance or the day to day choice of the pupils. It is impossible to give in a paragraph a summary of this challenging book; it is written clearly and simply enough to be widely read and discussed.

370.3. — 372 (73)

PHILOSOPHY OF EDUCATION. —
ELEMENTARY SCHOOLS (B.I.E.)

HUGGETT, Albert J. and MILLARD, Cecil V. *Growth and Learning in the Elementary School*. Psychological Foundations of Instruction and Practice in the Elementary School. Boston, Heath, 1946. 8½×5½ ins. xli & 414 p. Illus. Index. \$3.50. — The first part of this book, "Structure and Organization for Elementary School Practices", outlines the authors' definite and very modern conception of what should be the philosophy and objectives of the elementary school in the U.S.A., a philosophy evolved after examining, and rejecting as insufficient, the most outstanding attempts to adjust organization to instruction (Platoon School, Winnetka Plan, Dalton Plan, etc.). In Part II they give a very full exposition of the unit organization of "Subject Matter for Growth and Learning", and in Part III they consider the best methods of "Appraising and Recording Growth and Learning". The authors recommend a "shift from emphasis on subject

matter to emphasis on child development" and give examples of actual school programmes which they consider good on the whole. The system they advocate would appear to be very complicated and fluid.

370.7. — 373.1 (73)

EXPERIMENTAL SCHOOLS. — SECONDARY SCHOOLS (B.I.E.)

HEMMING, James. *Teach Them to Live*. London, Heinemann (1948). $8\frac{1}{4} \times 5\frac{1}{2}$ ins. x & 132 p. 8s. 6d. — A publication of the International Editorial Board of the New Education Fellowship, describing a challenging venture in educational research — "The Eight-Year Study", inaugurated by the Progressive Education Association of America and having considerable effect on American education. A group of 30 State and private schools in the U.S.A., freed from entrance examinations by special agreement with the universities, who granted their pupils the privilege of entering college without the usual tests, were able to prepare their pupils for college any way they liked. Owing to groups of schools in one locality participating, the number of schools ultimately became 60. The survey prepared from the original records by Mr. Hemming, Research Officer of the (British) Association for Education in Citizenship, discusses the results of the experiment, the kind of curriculum which evolved, and how the students involved compared with others. (Detailed reports of the experiment have already been published in the United States by Harper and Brothers, in 5 volumes, under the general title of "Adventure in American Education".)

373.109 (42). — 375.14. — 375.6

"PUBLIC SCHOOLS". — CLASSICS. — RELIGIOUS TEACHING (B.I.E.)

LEESON, The Rev. Spencer. *The Public Schools Question* and Other Essays on subjects connected with Secondary Education. London, Longmans Green (1948). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. xli & 116 p. 8s. 6d. — The four essays in this book, although each having a bearing on secondary education, are totally different in character. The first and second throw much light on the complex and technical issues to be faced in connection with the future of the 'public schools' and the future of the secondary grammar schools respectively. Prefixed in each case by a short chronological statement and explanation of terms, they set out the historical background of the controversy which has arisen around them, particularly in view of the new Education Act of 1944. The third essay discusses from first-hand experience the teaching of classics and history to sixth form boys, and the fourth upholds the Christian faith as it is generally taught, refuting the view recently expressed in various quarters that young people of to-day find it wholly unacceptable.

373. — 371.291 (73)

SECONDARY EDUCATION. — RURAL SCHOOLS (B.I.E.)

GAUMNITZ, Walter H. and DEVILBISS, Wilbur. *Cooperative Planning*. The Key to Improved Organization of Small High Schools. Washington, D.C., Federal Security Agency, Office of Education, 1947, $9\frac{1}{4} \times 5\frac{1}{2}$ ins. 28 p. illus. Pamphlet No. 102. 10 cents. — Drawn up by the specialist in small and rural high schools at the U.S. Office of Education and by the supervisor of high schools at the State Department of Education, Baltimore, Md., and prefaced by Dr. Galen Jones, director of the division of secondary education at the Office of Education, this little pamphlet gives many valuable hints for improving small high schools for rural youth. All the principles outlined and the ways and means suggested for translating them into action have been put to the test and found workable.

374.1 (42)

CONTINUATION SCHOOLS (B.I.E.)

Further Education. London, Turnstile Press Ltd., $9\frac{1}{2} \times 7$ ins. 24 p. — First published in April 1947 as a monthly journal, "Further Education" has now become a quarterly review (price 5s.) containing news and views about the continued education of boys and girls in Great Britain who have left school and who wish to have an opportunity of improving their vocational education or technical skill and of fitting themselves for a fuller and more enjoyable life as citizens. It aims to pool ideas from home and abroad for the benefit of those planning and developing further education.

371.42 (42)

SCHOOL REFORM (B.I.E.)

FLETCHER, B. A. Our Children's Future. Worcester, Littlebury & Co. Ltd., The Worcester Press, n. d. $7\frac{3}{4} \times 5$ ins. 64 p. 6s. — The material of six broadcast talks, given after a tour of the S. W. counties of England, has been utilised here in order to show to what extent the new Development Plans in Education submitted to the Ministry of Education by the local authorities are actually being carried out in these regions. Much fact finding has obviously preceded the educational planning reviewed which takes into account the principles of variety, realism and experiment.

371.42. — 371.6 (42)

SCHOOL REFORMS. — SCHOOL BUILDINGS
(B.I.E.)

Replanning London Schools. A Short Account of the Development Plan for Primary and Secondary Education prepared by the London County Council under the Education Act 1944. London County Council, 1947. $9\frac{3}{4} \times 6\frac{3}{4}$ ins. 64 p. Illus. 2s. — Attractively produced with photographs or diagrams on almost every page, this booklet describes that part of the comprehensive scheme prepared by the London County Council for replanning education which deals with the provision of sites and buildings and the proper housing of the primary and secondary schools in the London area. It only mentions in passing the various ancillary services which are also part of the Development Plan and does not include institutes of higher education.

37 A (42)

EDUCATION IN GREAT BRITAIN (B.I.E.)

SHEARMAN, Harold C. Education — The New Horizon. With 16 pictorial charts in colour designed by the Isotype Institute and 54 photographs. London, Nicholson & Watson, (1947). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 128 p. (The New Democracy) 6s. — In a breezy and spirited style, Mr. Shearman sets out to interest British citizens in the great educational problems of their country, to show what progress has already been accomplished and how the gap between the Education Act of 1944 and fact can be bridged. He believes that better education for the mass of the people is an important factor in helping to establish peace in the world; the citizens of to-morrow must be educated to feel themselves responsible and self-respecting members of society. The pictorial charts are most instructive.

37 A (41)

EDUCATION IN SCOTLAND (B.I.E.)

SIMPSON, Ian J. Education in Aberdeenshire Before 1872. London, University of London Press, 1947. $9 \times 5\frac{3}{4}$ ins. 230 p. 4 plates. Map. Glossary. Bibliogr. Index. (Publications of the Scottish Council for Research in Education XXV). 5s. — This interesting and well docu-

mented history of education in Aberdeenshire from Celtic times until the industrialisation period of the later eighteenth century reflects, in a very large measure, education in Scotland as a whole, while retaining characteristics of its own. From the first education was the prerogative of the Church. Dr. Simpson gives a mass of detailed and ordered information on the various types of schools managed by religious bodies: Quaker, Episcopal, Free Church, and Sessional, as well as on the "lay" schools such as those known as "Academies", Subscription Schools, Adventure Schools and Industrial Schools and the separate schools opened for infants and for girls, and in connection with adolescent and adult education. Nor does he neglect the methods and content of teaching. Much was expected of the parish school master and his pupils. In conclusion, Dr. Simpson discusses the social and economic background of education in his country.

37 A (73)

EDUCATION IN THE U. S. A. (B.I.E.)

KIRKENDALL, Lester A., KUENZLI, Irvin R., REEVES, Floyd W. *Goals for American Education*. Chicago, The American Federation of Teachers, 1948. 7 $\frac{3}{4}$ x 5 ins. xli and 130 p. \$2.— Written for the Commission on Educational Reconstruction of the A. F. T., and dedicated to "the classroom teachers of the world, upon whose shoulders rests much of the responsibility for a better tomorrow", this little book presents a very vivid general picture of American education, its organization and the problems it faces in the modern world. While criticising very frankly the deficiencies in American education, the authors point out clearly what should be its aims, suggest a definite programme and examine what should be the content of the curriculum "determined by . . . the needs, interests, background, ability and maturity of the pupils and the demands and characteristics of a desirable society, present and future". First-rate teachers, carefully selected and trained are needed. Invaluable for the public in the U. S. A., this book will also provide information for teachers in other nations interested in establishing democratic societies or in improving their existing educational methods.

37 D. — 371.98 (71 and 73)

BIBLIOGRAPHIES. — EDUCATION OF
DIFFERENT RACES (B.I.E.)

JOBLIN, E. E. M. *Bibliographies for Teachers No. III. — The North American Indians*. Toronto, The Department of Educational Research, Ontario College of Education, 1947, 11 x 8 $\frac{1}{2}$ ins. 30 p. (Educational Research Series No. 15) \$0.10. — Divided into two parts, of which Part A deals with "Indian Education in Canada and the United States", and is sub-divided into (I) Selected references on Indians; (II) Books on Indian education; (III) Research studies in Indian education in Canada and in the United States (since 1930); (IV) Periodical articles on Indians; and (V) Details of periodicals listed in section IV. Part B is devoted to "References on Indian Life for School Use."

371.06 (73)

EDUCATION FOR PRACTICAL LIFE (B.I.E.)

LEGG, Caroline E., JESSEN, Carl A. and PROFFITT, Maris M. *School-and-Work Programs*. A Study of Experience in 136 School Systems. Washington, D. C., Joint publication of Federal Security Agency and U. S. Department of Labor, Bulletin 1947, No. 9. 9 $\frac{1}{4}$ x 5 $\frac{3}{4}$ ins. 60 p. 20 cents. — Selected from a list of 294 school systems in 40 States that had developed significant school-and-work programs, this is an excellent presentation of part-time study and part-time em-

and recreation facilities, youth service, health education, school broadcasting, etc., as well as particulars of universities and colleges, training colleges, domestic science colleges, adult education, research work, teachers' salaries, the Children's Department of the Home Office, approved schools, probation homes and hostels. To close there is a useful list of the names and addresses of educational associations.

37 D (931)

BIBLIOGRAPHY (B.I.E.)

MULES, Mary and BUTCHERS, A. G., revised by McQUEEN, H. C. **A Bibliography of New Zealand Education.** (Wellington), New Zealand Council for Educational Research, 1947, $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 112 p. Index. 5s. — This revised version of the original bibliography published in 1936 (see Bulletin No. 43) has not only been brought up to date but also re-classified according to subject matter, with the addition of an author and subject index to facilitate research. Wherever it is relevant, each section begins with a list of the statutes and the papers from the *Appendices to the Journals* of the House of Representatives; publications of the Education Department are to be found, however, alphabetically under 'Education Department' in each section.

37 B (42)

HISTORY OF EDUCATION (B.I.E.)

BARNARD, H. C. **A Short History of English Education 1760-1944.** London, University of London Press (1947). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 400 p. Appendix. Bibliogr. Index. 18s. — Professor Barnard's most helpful book will provide the historical background to the educational system in England and Wales which is so necessary for a proper understanding of the present administrative structure and current educational problems and practices. Taking as his starting point the latter part of the 18th century when the economic life of England underwent a swift and marked change leading to a greater interest in the education of the people, Prof. Barnard describes the gradual building up of the administrative structure upon which the educational system is based, the development of educational theory and practice affecting English education, and the evolution of the various types of educational institutions at different levels which have developed into the schools, colleges and universities of the present time. In each section of his book he links up the educational history with the social and economic conditions prevailing at the time and exerting considerable influence on education. In an appendix he gives a useful list of dates connecting educational events with books dealing with or bearing on education, and with the relevant Acts, Bills or official reports.

370

THEORY OF EDUCATION (B.I.E.)

SAUNDERS, Richard M. (Edited by). **Education for Tomorrow.** A Series of Lectures Organized by the Committee Representing the Teaching Staff of the University of Toronto. Toronto, The University of Toronto Press, 1946. $9\frac{1}{4} \times 6$ ins. 130 p. \$2. — All the lectures included in this series are frank and out-spoken in their constructive criticism. Those on the University and Education, Adult Education, Education for the Professions, and Theories of Education are particularly challenging. Naturally they reflect the situation in Canada, but much of what they have to say applies to the U.S.A. and to trends noticeable in Europe. The Toronto educationists believe that "the university is failing to fulfil its proper function in a time of major crisis

in the thought and structure of society". The school does not escape criticism, for we need to-day professionally well-trained men and women who shall be also broadly educated, and it is the business of the school to send up to the university adolescents who already have a humanist outlook. At present it does not counteract as it should "the prevailing impression that man's chief business in life is to make money and live in physical comfort".

370.3

PHILOSOPHY OF EDUCATION (B.I.E.)

HENDERSON, Stella van Petten. **Introduction to Philosophy of Education.** Chicago, The University of Chicago Press (1947). 9 1/4 x 6 ins. 402 p. Index. \$4. — A first-rate text-book for students preparing to be teachers. Mrs. Henderson believes that we can define the aims of education only as we first define the aims of life. "Teaching is a profession the importance and dignity of which cannot be over-estimated." It is related to social progress: teachers should see this as a major responsibility and clarify their views on life and on education. This book will help them and others to do so, it is clear, scholarly and full of sense. It seeks to answer 3 questions: What is education; what ought education to accomplish; by what means can this be done? Every chapter is followed by an excellent bibliography (mainly American). There is a glossary of philosophical terms and an interesting selected bibliography of philosophical fiction from many countries. In these days of excessive curriculum reform it is salutary to be shown that "outside the direct and immediate personal experience, contact with great minds is the most important educative experience which we can have. The high school and the college which do not furnish such an opportunity for young people are not doing for their students what should be done for them".

370.3

PHILOSOPHY OF EDUCATION (B.I.E.)

OROPESA, Juan. **Contrasting Philosophies of Education North and South.** Washington, D.C., Pan American Union, Division of Intellectual Cooperation, September 1947, 11 x 8 1/2 ins. 10 p. (Points of View, No. 10.) — Senor Oropesa knows the Americas well. His travels and his position, until recently, as Rector of the *Universidad Central*, the leading institution of higher education in Venezuela, enable him to appraise the merits and defects of the two opposing educational philosophies prevailing in the American continent. His aim is to try to find a common ground for the objectives of education.

378.3

UNIVERSITY COURSES OF STUDY (B.I.E.)

FOERSTER, Norman. **The Humanities and the Common Man.** The Democratic Role of the State Universities. Chapel Hill, The University of North Carolina Press, 1946. 9 1/4 x 6 ins. x & 60 p. \$1.50. — The author is dissatisfied with the state university, which is the people's university in America. He feels that it has lost the humanistic spirit and therefore does not enable the common man to enter into his cultural heritage, it derives from a naturalistic philosophy and reduces man wholly to the flux of nature instead of emphasizing his distinctive humanity. An education permeated with the humanistic spirit includes the physical and biological sciences, as well as history, literature, art and philosophy; it addresses the student "not as a future technician and specialist, but as a human being interested in under-

standing himself and his world". Its end is to produce mature men and women of understanding and integrity. Without the humanities the gifts of technology are only instruments of living, they leave untouched the problem of what to live for, but there is no conflict between science—the disinterested search for truth—and the humanities.

378 (73)

HIGHER EDUCATION (B.I.E.)

Higher Education for American Democracy. Washington, D.C., U.S. Government Printing Office, 1946 & 1947. $9 \times 5\frac{3}{4}$ ins. — The Commission on Higher Education responsible for this report was appointed by President Truman in July 1946 with instructions to re-examine the system of higher education in the United States "in terms of its objectives, methods and facilities; and in the light of the social role it has to play". The results of the Commission's study can be judged from its report which consists of five brief policy statements and a resource volume including statistical data on which the policy statements are based. Volume I "**Establishing the Goals**" (104 p. 40 cents), Volume II "**Equalizing and Expanding Individual Opportunity**" and Volume V "**Financing Higher Education**" (68 p. 25 cents) were published in 1947; Volume III "**Organizing Higher Education**" (74 p. 30 cents) and Volume IV "**Staffing Higher Education**" in 1948. With the publication of Volume VI "**Resource Data**" the Commission terminated its activities early this year. Educationalists in countries other than the United States will gain much useful information from a study of the full report.

371.10. — 371.12 (42)

TEACHERS. — TRAINING OF TEACHERS
(B.I.E.)

DENT, H. C. **To Be a Teacher.** London, University of London Press (1947). $7\frac{1}{2} \times 5$ ins. 116 p. Index 4s.6d. — In this very forthright little book, Mr. Dent, who has been a teacher and is the editor of an educational journal, writes from thorough knowledge on a subject which is evidently very near his heart. His judgments are severe: he maintains that England has not done all it should for the education of its children, that it has not—and does not deserve to have—anything like enough really first-rate teachers in its primary and secondary schools. Too many people just "take up teaching", according to Professor Niblett's phrase, instead of "becoming teachers". Only the ablest men and women of the highest character should be trained for teaching and those should have a longer and broader training, enabling them to live a rich, full and varied social and cultural life as students. Such a courageous and sincere book deserves to be read thoughtfully by all English teachers and parents, even if they do not always enjoy what the author writes.

375.0 (73)

CURRICULUM STUDY (B.I.E.)

STRATEMEYER, Florence B., FORKNER, Hamden L., McKIM, Margaret G. and Associates. **Developing a Curriculum for Modern Living.** New York, Teachers College, Columbia University, 1947. $9\frac{1}{4} \times 6$ ins. xiv and 558 p. Index. — Prepared for the Horace Mann-Lincoln Institute of School Experimentation, this very important book gives the results of one of three basic analyses undertaken by the staff in carrying out a major research programme on the curriculum of childhood and youth education and is fairly representative of the new

trends in the U.S.A. Educators, therefore, in other countries will do well to study it carefully. It develops the theory of a curriculum which would utilize present day knowledge of children, as they grow and mature in the American society with its democratic orientation—a flexible curriculum which, even at the secondary and high school level, is moving away from the “subject curriculum” of the past. The titles of the chapters are significant: *Today’s Challenge to Education*, *The Nature of our Society*, *a Guide to Curriculum Development*; *The Children we Teach*, *a Guide to Curriculum Development*; *The Curriculum for Learners in our Times*; *The Life Situations Learners Face*; *Developing the Curriculum with Learners*; *School and Community Work Together in Curriculum Development (the School Plays its Part Directly in Community Growth)*; *What are the Tests the Curriculum Must Meet?* (Do the Administration and School Organization Contribute to Maximum Growth? Do Children and Youth Put Democratic Values into Action?) etc. There is much that is fresh and living in this approach to the curriculum which enlists to the full the interest of the pupils, but does it not attach too little importance in the higher grades to general culture through subjects? Will young people make valid judgments in life situations without some reasoned knowledge of the past seen in the right proportion? For in every life situation, has not the present grown out of the past, just as the future will grow out of the present, and will not young citizens who are not sufficiently aware of their ancestors’ past, and of their nation’s part in the history of civilization, run the risk of being dangerously shallow in their political thinking, even to the point of wishing to scrap everything that is not perfect or of adopting uncritically new ideologies unsuited to their type of society? It may be wise to remember that “those who forget history seem doomed to repeat it”. Moreover, will they not miss a great deal of enjoyment through being unacquainted with man’s great achievements in literature and art?

375.05. — 373 (42) CURRICULA. — SECONDARY EDUCATION (B.I.E.)

THOMPSON, Denys and REEVES, James. (Edited by.) *The Quality of Education. Methods and Purposes in the Secondary Curriculum.* London, Muller (1947). 7½ × 4¾ ins. 232 p. 8s.6d. — In this challenging book, twelve educators express their ideas on the ends and the quality of education, the relations between teacher and taught, and the teaching of all the principal subjects (except religion and physical training) figuring in the curriculum of the secondary school. Although each is a specialist in his own field, they have not worked in watertight compartments. They agree on many fundamental principles, and believe that what is needed is a “liberal”, non-vocational education; and that the most hopeful line for educational reform is the integration of the curriculum and the integration of the teacher whose role is to introduce the child to mature, reasonable, adult behaviour. In their view, education is primarily an activity on the part of the child which should equip him with a critical curiosity capable of maturing and developing both in school and in after-school life, as every new situation presents itself.

37 A (73 and 47)

EDUCATION IN U.S.A. & U.S.S.R. (B.I.E.)

MACMURRAY, John. *A Crisis of Culture: the U.S.S.R. and the West.* London, National Peace Council, 8½ × 5½ ins. 12 p. (Peace Aims Pamphlet, 42.) 4d. — Dr. John MacMurray points out that for

ployment for high-school students. In some cases personal visits were made to the schools. Enough adequate information was obtained to show dominant practices and trends and the report should prove as useful as it is interesting.

373.7. (42)

APPRENTICESHIP (B.I.E.)

McLAINE, W. *New Views on Apprenticeship*. London, Staples Press (1948). 9×5½ ins. 198 p. Biblogr. 10s.6d. — The author, formerly Assistant General Secretary of the Amalgamated Engineering Union, outlines the history of apprenticeship in England under the Guilds, State regulations, Free Contract, and finally, in the 20th century, with chapters on "Trade Union Agreements and Apprenticeship", "Apprenticeship to the Industry", "The Future of Apprenticeship" and "The Distributive Trades". "A New Approach" describes the Scheme prepared by the Motor vehicle trade (one that naturally had no tradition), and is completed by "The Law and the Apprentice" and "Fun and Games". As the manual trades need recruits and the raising of the school-leaving age is decreasing the number of possible applicants, industry will have to attract young people by properly regulated training schemes and keep them by improved working conditions.

370.47 (42)

SOCIOLOGY (B.I.E.)

Synthesis in Education. (Edited by Miss D. M. E. Dymes.) Malvern, Le Play House Press, 1946. 8½×6½ ins. 80 p. — Having already discussed sociology with special reference to the work of training colleges, at its first post-war summer school, the Institute of Sociology next turned its attention to considering synthesis in education in the universities and university colleges. This collection of addresses opens with one on the meaning of synthesis. It is followed by several others on synthesis in the older universities (Oxford, Cambridge and the Scottish universities), in the newer universities, both English and Welsh, and in American universities. Other addresses deal more particularly with the technical and science colleges and with schools of education, much of whose work is at university level. The concluding statement points the way to further research and discussion on how to achieve both universal and personal synthesis.

375.40. — 379.82 (7 and 8)

SOCIAL STUDIES. —

INTERNATIONAL RELATIONS (B.I.E.)

CASTRILLO, Ellene Lamb. *A Pan American Journey*. Boston, Mass., Heath (1946). 8×5½ ins. xii and 302 p. Illus. \$1.76. — The material for this imaginary tour of the Central and South American countries by plane, train, ship and motor, evolved from actual classroom use in the High School of Greenwich, Connecticut, and has been modified according to student reaction. The aim of the course on Pan America for which it was prepared was to study the character of each of the Latin American nations from the historical, geographical and cultural backgrounds in an endeavour to achieve an international point of view. Each chapter is illustrated with clear photographs and supplemented by exercises and by suggestions for further reading and for the showing of relevant films.

375.825 (73)

INTERNATIONAL TEACHING (B.I.E.)

Education for International Understanding in American Schools. Suggestions and Recommendations. Washington, D. C., The National Education Association of the United States, 1948. 9×6 ins. xiv and

242 p. — A great number of teachers contributed their experiences in schools in helping to make this thorough study of the part that American schools could, and should, play in the maintenance of peace, which was undertaken by the Committee on International Relations of the N. E. A. at the request of the Association's Executive Committee in 1945. All the chapters (The Challenge, The Goal, The Marks of the World-Minded American, Planning for the Development of International Understanding, Aids and Sources) contain valuable points. Those dealing with classroom situations show a real understanding of child and adolescent psychology. The book will be of great assistance to American teachers and could be read with profit by those of other countries.

375.825 (73)

INTERNATIONAL TEACHING (B.I.E.)

A Better World. A manual of suggestions for the presentation of the United Nations in the Elementary and Junior High School years. New York, Board of Education of the City of New York. 9×8 ins. (Curriculum Bulletin, 1946-1947 Series, No. 1.) xiv and 90 p. — A very helpful source pamphlet of suggestions for teachers on the implications of the U. N. Charter for pupils of all ages. Each of the chapters prepared for the different grades gives: specific objectives; concepts and generalizations (approach to home and school problems, to community problems, to world problems); experiences and activities (emphasizing language, arts and handicrafts, social studies, music, community contacts). Appendix giving useful information about U. N. and a guide to films and publications.

377.35 (42)

EDUCATION FOR CITIZENSHIP (B.I.E.)

Democracy in School Life. Issued under the auspices of the Association for Education in Citizenship. London, Geoffrey Cumberlege, Oxford University Press, 1947. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. xxi and 142 p. — This report is the work of the Schools Committee of the Association for Education in Citizenship. It is based on the investigations of Dr. W. Viola and Mr. James Hemming, who between them visited 76 schools of various types and grades, and differing widely in facilities and amenities, but all found to be animated by a common spirit, the relationship of human beings to one another. The report answers the question: "what practical training in the democratic way of life can be given in schools, not through formal lessons, direct or indirect, but through the life of the school itself?"

375.106 (94)

LITERATURE (B.I.E.)

An Australian Muster. Selected by A. A. PHILLIPS. London and Melbourne, Longmans, Green, 1948. (First published by Melbourne University Press in 1946.) $7\frac{1}{4} \times 4\frac{1}{2}$ ins. 134 p. — Through a regrettable oversight, the name of the present publisher (Longmans, Green) was omitted from the review of this book in Bulletin No. 86.

375.12

MOTHER TONGUE (B.I.E.)

HARTOG, Sir Philip. Words in Action. The Teaching of the Mother Tongue for the Training of Citizens in a Democracy. London, University of London Press, 1947. $7\frac{1}{2} \times 5$ ins. xvi and 276 p. Index. 8s. 6d. — Important for teachers and all who believe in the democratic way of life. It will be read with especial pleasure by those who delight in the study of words and their exact and efficient use. It is based upon the author's own experiments with school children of 14 to 18 years and

with classes of working men. Young people who are asked to write essays on general subjects that do not interest them and with no purpose and no audience in view, or to paraphrase or imitate passages from great writers, do not acquire the art of thinking clearly, and of stating with clarity and order their ideas, thus presenting their conclusions efficiently to others, whereas Sir Phillip's method — which Professor Hamley has named "the Organic Method" — makes for intellectual honesty and sensitiveness. He regards it as "the safeguard of a nation against the infection of unsound propaganda; as a means of making each child realize that he is being brought up not as a member of a crowd, but as an independent, thinking, and active member of a community of free people". His definition of "audience" and "object", his distinction between "record" and "message", his insistence upon the pupil's recognition of "failure" and "success" in getting his ideas across are illuminating and the wealth of examples of actual composition work convince the reader of the value of his method. His thorough knowledge of the teaching of the mother tongue in France and England, from the earliest times, is responsible for an extremely interesting chapter.

375.11

LANGUAGE TEACHING (B.I.E.)

DUFF, Charles. *How to Learn a Language*. A Book for Beginners and all others who may be interested. Oxford, Basil Blackwell, 1947. 8×5¼ ins. 148 p. Appendices. 4s.6d. — The author of this book, who has been an interpreter in six languages and has had long experience in the teaching of modern languages and in 'teaching teachers to teach' languages, offers a new approach to the psychological factors underlying the learning of languages. He stresses in particular the importance of *urge* in such learning. He then indicates certain 'foundation material' which he considers any student should assimilate in the first stage of learning *any* language, and retain in the 'active' memory. For practical purposes he believes in simplifying the language, using only essential words as C. K. Ogden has already done for English in his "Basic English".

375.102. — 372.4. — 37 P

SPELLING. — READING. —
RESEARCH (B.I.E.)

Remedial Reading Workbook (Primary). Remedial Exercises in Word Recognition Skill. To accompany The Dominion Diagnostic Test in Word Recognition — Grade 1, Type IV. Toronto, Department of Educational Research, Ontario College of Education, 1947. 11×8½ ins. x and 130 p. \$0.50. — Contains a series of well prepared exercises for individual practice designed to assist in overcoming (1) word beginning errors, (2) word middle errors, and (3) word ending errors, and a tendency to reverse the spelling of words, as revealed in the results of the *Dominion Diagnostic Test in Word Recognition*. These exercises, and those of a mixed type in the fourth and last section intended as a review of the previous work, are printed in large type suitable for Grade 1, each page permitting a record of the correct and wrong answers, which together with the progress chart on the inside of the cover enables the pupils to check up on his results.

379.635. — 374.8

ILLITERACY. —
COURSES FOR ILLITERATES (B.I.E.)

LAUBACH, Frank C. *The Silent Billion Speak*. New York, Friendship Press (1945. New and Expanded Edition). 7×4¼ ins. 218 p. Index. — Working as a missionary, chiefly with the Moro people in

Mindanao in the Philippine Islands, Dr. Laubach soon realized the necessity of reducing the vernacular language to a simple form of writing and of teaching adults to read. Thus began a world-wide campaign against illiteracy, the fascinating and miraculous story of which is unfolded in this book. It involved a careful study of a host of different languages and the adaptation of specially prepared reading charts to suit each individual language — a colossal task which has had amazing and far-reaching results.

379.635. — 374.8

ILLITERACY. —
COURSES FOR ILLITERATES (B.I.E.)

LAUBACH, Frank C. *Teaching the World to Read*. A Handbook for Literacy Campaigns. New York, Published for the Committee on World Literacy and Christian Literature of the Foreign Missions Conference of North America by Friendship Press (1947). $7\frac{3}{4} \times 5\frac{1}{4}$ ins. x and 246 p. Appendices. Index. \$2.00. — In continuance of his successful work in combatting illiteracy in various parts of the world, last year Dr. Laubach participated in six literacy campaigns in the Near East and in Ethiopia and he is now touring West, Central and South Africa helping with campaigns in a dozen vernacular languages. Believing that the natural way to conduct adult education where it is necessary to begin with illiterates is 1) to teach illiterates to read by the use of the phonetic method as quickly and easily — and pleasantly — as possible, and 2) to start post-literacy classes, using as topics the vital questions and problems that confront the people of that region, he has drawn up a new handbook, with the aid of a number of collaborators, to explain how modern mass attacks on illiteracy are organized and carried on in different countries. He briefly recounts the history of a number of such modern literacy campaigns, explains the literacy techniques and methods and shows how they can be linked up with a spiritual campaign and with the production of literature.

377.1

RELIGIOUS EDUCATION (B.I.E.)

HOYLAND, Geoffrey. *Religion and the Family*. London, Allen and Unwin (1945), $7\frac{1}{2} \times 5$ ins. 100 p. 6sh. — This original and practical little book is based on two series of B. B. C. talks given in 1944, the first on "The Family Gang", the second on "Home, Children and Religion". The author has a modern outlook: he believes that we must work on natural lines, in harmony with evolution. This leads him to advocate introducing children to religion as "a gang affair" a matter of "we" and "us". Small children need stories, and good hints are given on how to tell them, but the devotional aspect of religion is not neglected, the "family gang" has to learn to pray.

375.7

ART TEACHING (B.I.E.)

ALLEN, Arthur B. *Art in the Primary School*. Being a complete Art Course for Pupils from 5 to 11 years of age. London and New York, Frederick Warne (1947). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. vi and 154 p. Illus. 7s.6d. — A firm believer in the "New Art", Mr. Allen begins by explaining what is meant by the term and how its application affects teaching. He maintains that it makes one realize the urgency of a knowledge of physics, physiology, and psychology as part of the equipment of every art teacher and every teacher who must take art lessons. In the first part of his book he deals in detail with colour harmony: its theory and practice, illustrating his points with a number of charts. In the next two parts: "The Infant as Artist" and "The Junior as Artist", concerning more particularly the syllabus of art work in the primary school,

Mr. Allen advocates free expression and free design, includes a short series of lessons in design and shows how these can be carried on and applied in more advanced practical work.

375.2. — 371.6 (391)

NATURAL SCIENCE. —
SCHOOL SITES (B.I.E.)

Native Trees and Shrubs. A Handbook for Schools. Wellington, New Zealand Education Department, School Publications Branch, 1947. $10\frac{1}{2} \times 8\frac{1}{2}$ ins. 60 p. — Compiled mainly from articles that appeared in the regular issues of the "Education Gazette" during the years 1937-1940, the material is here published in one volume for the benefit of teachers who are planning a native tree and shrub section as part of the immediate school surroundings. The articles are well illustrated with sketches and several fine coloured plates.

375.42

HISTORY (B.I.E.)

JACKSON, J. Hampden. *The Between-War World.* A Short Political History 1918 to 1939. London, Gollancz, 1947. $7\frac{1}{2} \times 4\frac{1}{4}$ 472 p. Index. 10s. 6d. — This revised and enlarged edition of a book first published in 1935 as "The Post-War World" is a comprehensive and challenging account of the peace settlement following the 1914-1918 war and its consequences in Europe, Russia's revolt against Western domination, the political history of the Near East and the Far East, of Africa and of America. Finally, in a brief World Survey, internationalism is shown as being on trial and nationalism as finally triumphing and leading to the outbreak of yet another world war.

371.364. — 371.18 (42)

FILMS. — COLLECTIVE ACTION AMONG
TEACHERS (B.I.E.)

CARR, J. F. *Teachers' Film Groups and Their Contribution to the Educational Service.* London, The British Film Institute, 1946. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 8 p. 1s. — For the benefit of other teachers and other education authorities, the Director of Education for the City of Stoke-on-Trent here outlines the part played by teachers in his city in developing the use of film and film strips in the schools through collective action.

37 E (42)

REFERENCE BOOKS (B.I.E.)

BRADNOCK, F. W. (Compiled and Edited by) *The City of Birmingham Official Handbook 1947.* Birmingham, Published for the Corporation by the City of Birmingham Information Department by the Direction of the General Purposes Committee (1947). 10×8 ins. 208 p. Illus. — Numerous photographs aid in this story of Birmingham and its review of all the many social services, including education, the civic undertakings and the amenities of life available in the city. The education section gives information concerning all types of schools and ancillary services, vocational guidance and youth work, further education, both vocational and recreational, and facilities for university and college education.

136.7

CHILD PSYCHOLOGY (B.I.E.)

Leçons de psychologie de l'enfant. Paris, Presses Universitaires de France, 1948. $10 \times 5\frac{3}{4}$ ins. 324 p. — Twenty lessons for the benefit of primary school teachers, given mostly by doctors and professors of philosophy, and analysing in turn the physiological, mental and emotional development of the child. There are studies on the different ways of expressing a child's thoughts, on his sensory activity and mental

structure, on attention, memory, emotions, moral feeling, habits, etc. Each study represents a personal point of view though aiming always to increase the teacher's ability to know and to understand the child who logically and intellectually is so different from the adult, but otherwise so similar in his needs.

376.7

ADOLESCENCE (B.I.E.)

GRUPE LYONNAIS D'ÉTUDES MÉDICALES, PHILOSOPHIQUES ET BIOLOGIQUES. *Médecine et Adolescence*. Paris, Spes (1947). 8×5 ins. 266 p. (Convergences). — A continuation of the remarkable series of studies published under the title of "*Médecine et Education*" (see Bulletin No. 84), "*Médecine et Adolescence*" is an almost completely new edition of the medical, philosophical and biological works published in 1936 by the "Groupe Lyonnais d'Etudes", and long since out of print. It contains medical treatises on pre-puberty, puberty, the dangers for adolescents of excessive physical culture and tuberculosis, a chapter on adolescence from a psychological and educational point of view, and finally some chapters on sexual morality, on working conditions for young people and vocational guidance.

137. — 15

CHARACTER. — PSYCHOLOGY (B.I.E.)

MOUNIER, Emmanuel. *Traité du caractère*. Nouvelle édition revue. Paris, Editions du Seuil (1947). 9×5³/₄ ins. 796 p. Index. — Every thing relating to the human being, in the widest possible sense of that term is gathered together in this vast psychological treatise, the work of a writer who is regarded as one of to-day's most energetic defenders of spiritual values. Man's character in the different phases of its normal as well as its abnormal development is thoroughly analysed in relation to the individual himself, to others and to life in general. The last chapter sketches the spiritual life of man as it affects his character.

377.24. — 371.025. — 377.922

CHILDREN'S FAULTS. — PARENT
EDUCATION. — EDUCATIONAL
GUIDANCE (B.I.E.)

BUCK, J. M. de. *Pourquoi vous résigner aux échecs scolaires ?* Bruges-Paris, Desclée de Brouwer (1948) 7³/₄×4³/₄ ins. 214 p. — Writing especially for parents, the author studies the delicate problem of laziness in school-children. Laziness to him is primarily due to maladaptation of the child, not to work but to some specified work. To force a child to overcome an obstacle for which he is maladapted is to emphasise some recognised defect which will only serve to increase his simulated laziness. Chronic setbacks discourage a child thereby causing him to work badly and probably damage his mind, thus making him unable to live wholeheartedly. The remedies are simple: 1) good initial guidance at the appropriate time; 2) placing more importance on character training and work-habits than on the acquisition of knowledge; 3) efficient supervision and good hygienic conditions for school-children. A fresh start made after repeated setbacks will necessitate a re-education of character only possible by suitable psychotherapeutic treatment.

371.025

PARENT EDUCATION (B.I.E.)

VIOLLET, J. *Petit traité d'éducation*. Le classique des parents. Paris, Editions familiales de France (1947). 9×5¹/₄ ins. 246 p. Fr. 210. — Canon Viollet, one of the pioneers of the movement in favour of better family life in France once more addresses parents. He examines the

dominating principles of the problem of moral training for children and adolescents, and studies the training of the faculties (will, intelligence, conscience, imagination, religious instruction), and finally the training of personality. The author points out there are no ready made recipes for this kind of education. For him, education is an art which implies a full knowledge of the subject, his actions and his reactions.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

MEILLI, Richard. *Psychologie de l'orientation professionnelle*. Genève, Editions du Mont-Blanc (1948). 7 $\frac{3}{4}$ × 5 $\frac{1}{2}$ ins. 122 p. (Action et Pensée) Fr. 5.50. — Mr. Meilli has not attempted to provide a systematic survey of detailed information, preferring rather to share the observations made during the course of his busy career as a vocational guidance officer. He examines the influence of a career on personality and the psycho-physiological structure of the individual in relation to his career, then he touches on the existing links between career and character. One important chapter deals with "mental apparatus" in which Mr. Meilli studies problems concerning the qualities of intelligence (complexity, plasticity, globalisation, fluidity); the material aspects of intellectual behaviour (sight, hearing, movement, language), special functions (memory, attention), and character. After a chapter on the study of manual ability the author examines several aspects of psychological examinations and warns beginners in a vocational guidance career against trifling in this field.

373.54. — 317.42

TECHNICAL EDUCATION. —
SCHOOL REFORM (B.I.E.)

NAVILLE, Pierre. *La formation professionnelle et l'école*. Paris, Presses Universitaires de France, 1948. 7 $\frac{1}{2}$ × 4 $\frac{3}{4}$ ins. 134 p. — After reviewing the efforts already made to link the workshop with the school, the author emphasises the interdependence of the problem arising from the need for educational reform and economic and social questions. Surveying the general structure of education, he maintains that the fundamental unity of school and apprenticeship should be recognised at every stage, and examines the conditions which form the basis of the reform of technical education in France.

778.53

CINEMA (B.I.E.)

COHEN-SEAT, Gilbert. *Essai sur des principes d'une philosophie du cinéma. I. Introduction générale*. Notions fondamentales et vocabulaire de filmologie. Paris, Presses Universitaires de France, 1946. 8 $\frac{3}{4}$ × 5 $\frac{1}{2}$ ins. 184 p. Index. Nomenclature cinématographique. — The first of a series of four volumes on the principles of a cinema philosophy in which the author makes a penetrating analysis into this new branch of the science which he calls 'filmology'. He shows us the perpetual symbolism of the picture, which as Raymond Boyer states in a note on the book, "consciously accomplishes the unconscious work of the mind", and clarifies certain unknown aspects of this new art, whose development can have incalculable effects on human thought.

37 G (494)

YEARBOOKS (B.I.E.)

Archiv für das schweizerische Unterrichtswesen. 33. Jahrgang 1947 mit Unterstützung des Bundes herausgegeben von der Konferenz der kantonalen Erziehungsdirektoren. Redaktion: Dr. E. BAEHLER, Aarau Frauenfeld, Huber, 1948. 9 $\frac{1}{2}$ × 6 $\frac{1}{2}$ ins. 212 p. — This year the 'Swiss Archives on Education' are devoted entirely to a description of the

organisation of schools in the different Swiss cantons. Data for this important work was drawn from cantonal legislative decrees dealing with education and the reports published in the Archives between the years 1943 and 1947, supplemented by reports from various schools and institutions. As its sub-title "Diversity in Unity" indicates, the Swiss educational system, though having a common base determined by article 27 of the Swiss Constitution, is an expression of the cultural needs of the various cantons, whose geographic and economic circumstances, financial means and educational conceptions vary very considerably. In view of the magnitude of this work, the legislative decrees, statistics and customary reports concerning the past year will be published in the next volume.

136.7

CHILD PSYCHOLOGY (B.I.E.)

LOOSLI-USTERI, M. *Die Angst des Kindes*. Bern, Huber (1948). 8 $\frac{1}{4}$ × 6 ins. 164 p. Bibliogr. Index. — This book is a revised edition, in German, of a study published in 1943 as a supplement of the *Revue suisse de Psychologie et de Psychologie appliquée*, entitled «*De l'anxiété enfantine*» (see Bulletin No. 67). In the light of her experiences in connection with the psychological re-education of anxious children, based chiefly on the theories of the Zurich psychologist Jung, Mrs. Loosli studies the main problems dealing with the nature, diagnostics and treatment of fear in children.

37 A. — 371.42 (43)

GERMANY. — SCHOOL REFORM (B.I.E.)

LÖFFLER, Eugen. *Denkschrift über die Neuordnung des Erziehungswesens*. Stuttgart, Quell-Verlag der Evangelischen Gesellschaft, 1947. 8 × 6 ins. 54 p. — This pamphlet, written by a well-known educationist at the instigation of the Evangelical Churches in the American zone of Germany, offers a detailed picture of the new organisation of the educational system in this zone, and proposes an emergency programme for the realisation of the reforms envisaged.

375.7. — 37 C

ARTISTIC EDUCATION. —
BIOGRAPHIES (B.I.E.)

ROCHOWANSKI, L. W. *Die Wiener Jugendkunst*. Franz Cizek und seine Pflegestätte. Wien, Frick (1946). 8 $\frac{1}{4}$ × 6 ins. 102 p. Illus. — This book relates the life and work of Franz Cizek, Viennese artist and teacher, who established an art school whose ramifications have spread to many countries. The interest of this work lies chiefly in the numerous reproductions of drawings, paintings, sculptures, and engravings carried out by Cizek's pupils. Taken from the original documents, they reveal the child's soul and show how he is able to express himself without fear of adult judgment and without any sort of external restraint.

370.4

PEDAGOGY (B.I.E.)

DA SILVA, C. Leoncio. *Pedagogia speciale pratica. I — L'educando*. Torino, Società Editrice Internazionale (1948). 9 × 6 ins. 636 p. Bibliogr. Index. (Collana Pedagogica "D. Bosco", serie prima, Volume 11) Lire 1400. — In this vast study the author considers pedagogy as a practical means of knowing the child. He qualifies this pedagogy as "special", in contrast to "general" pedagogy which he affirms belongs to the realm of the sciences and of which he has already spoken in another volume. This "special" pedagogy purposes to apply

the general pedagogic principles to the particular problems of education. Under the central theme of "the trainee" (*L'educando*), that is to say the child, the study consists of five parts, each with several chapters and sub-divisions. The first concerns the child's knowledge, whereas the other four each deal with his training: physical, intellectual, moral and religious, and social education. Scientific methods of investigation are described in the first part, which also contains models for biographical, biotypological and psychological records. Each chapter ends with bibliographical references, thus making the whole a vast and varied source of information on the problem of child development.

37 B

HISTORY OF EDUCATION (B.I.E.)

CARUSO, Ada Pia. *Sommario di storia della pedagogia*. In appendice: Comenio, Lambruschini, Lombardo-Radice. Roma, "La Navicella", 1947. 7×4 $\frac{3}{4}$ ins. 212 p. Bibliogr. (Manuali "Minerva" per gli esami e i concorsi, No. 15.) Lire 250.— Writing for prospective teachers, the author briefly and clearly describes the evolution of education and of pedagogical thought throughout the ages. She shows that the educational tendencies and principles have been influenced by the great events in history, but she is careful to indicate the characteristics of each epoch and to place education in its proper framework. Three more detailed chapters, each followed by a bibliography, are devoted respectively to Comenius, Lambruschini and Lombardo-Radice, so that future teachers can learn from the experience of their predecessors.

373.15 (45)

INTERMEDIATE SCHOOLS (B.I.E.)

GOZZER, Giovanni. *La scuola ponte*. Osservazioni—esperienze—problemi della scuola media. Trento, Arti grafiche saturnia, 1948. 8×5 $\frac{1}{4}$ ins. 152 p. (Quaderni della scuola nuova.) Lire 250.— In Italy the "intermediate" or junior high school (*scuola media inferiore*) bridges the gap between the primary school and the secondary school. The importance of this transitional period, during which the children of 11 to 14 years pass from knowledge of the concrete to abstract ideas, should not be overlooked. In order to help the teacher of this age group in his difficult task, the author — an experienced teacher and, for the past year, director of the Centre for the Study of School Problems — recounts his experiences and his observations. Having had an opportunity of visiting a number of new schools in several western European countries, he would like to see more activity methods used in his country.

37 C. — 371.911

BIOGRAPHIES. — EDUCATION
OF THE BLIND (B.I.E.)

SOLERI, Ernesto. *Tre luci nella notte*. Augusto Romagnoli — Anna Antonacci — Eugenio Malossi. Brescia, "La Scuola", (1948). 8 $\frac{1}{2}$ ×6 ins. 192 p. Illus. Appendix. Lire 300.— The lives of the three persons deprived of sight whose work is described here are a moving example of courage, faith and solid moral qualities, which cannot fail to stimulate the young people for whom the book is written. All three proved that their infirmity could not affect their intelligence or spirit nor prevent them from being of use to their neighbours. In an appendix, the author, who is herself afflicted with blindness, gives a historical account of the status of blind people from ancient times up to the progress made in their education in recent years.

37 G. — 379.96 (82) YEARBOOKS. — STATISTICS (B.I.E.)

DIRECCIÓN GENERAL DE ESTADÍSTICA Y PERSONAL.
Anuario Estadístico. correspondiente al Año 1944. Buenos Aires, Ministerio de Justicia e Instrucción Pública, 1947. 11 × 8¹/₄ ins. 240 p. — This volume, published by the Ministry of Education, contains statistical data for the year 1944 concerning schools in the Argentine. The first part deals with educational establishments directly dependent on the Ministry, such as national colleges, normal schools for the training of teachers, and commercial, industrial and vocational schools. The second part is devoted to private schools assimilated to official establishments and the third part to universities. Primary and agricultural schools, libraries and museums are dealt with in the last part.

373.52 (72) AGRICULTURAL TEACHING (B.I.E.)

DEPARTAMENTO DE ENSEÑANZA AGRICOLA. *Escuelas prácticas de agricultura.* Mexico, Secretaría de Educación pública, 1946. 9 × 7 ins. 354 p. Illus. — This volume deals with problems relative to agricultural education in Mexico and gives a detailed description of the organisation of the Department of Agricultural Education, passing in review the various agricultural establishments in the country. Supplemented by numerous illustrations, this volume will be of documentary value to all who are interested in the question of education in the vast agricultural regions of Latin America.

373.54. — 374.7 (891) TECHNICAL EDUCATION. — POPULAR UNIVERSITIES (B.I.E.)

ARIAS, José F. *Universidades del Trabajo.* Proemio Antecedentes Finales. Montevideo, Independencia, 1947. 8 × 5¹/₂ ins. 176 p. — The Labour Universities owe their birth to the effort to centralize the vocational training of workers in industry and in agriculture and to improve methods of production. Mr. Arias, the present Director of the Labour University of Uruguay, here traces the different steps by which the movement finally led to the 1942 law establishing this institution. The Labour University, which in the first place should help to raise the intellectual level of the workers, has never ceased to develop and it now includes all industrial, commercial and craftsmanship branches. It also provides continuation courses and vocational guidance.

37 G (439) YEARBOOKS (B.I.E.)

A Köznevelés évkönyve. Budapest, Magyar Vallás-és Közoktatásügyi Minisztérium (Hungarian Ministry of Education). 1948. 8 × 5¹/₄ ins. 284 p. — The first annual "Köznevelés" (Official Journal of the Ministry of Education) summarizes the efforts made in Hungary in the field of education since the end of the war. The studies which it contains deal with very varied subjects: reforms in the organisation of education, introduction of the general school, training of teachers, activity of institutes of child psychology, etc. Mr. Ortutay, Minister of Education, himself introduces the new venture.

136.7 CHILD PSYCHOLOGY (B.I.E.)

Tanítás és értelmi fejlődés. Budapest, Magyar Vallás-és Közoktatásügyi Minisztérium (Hungarian Ministry of Education), 1947. 8¹/₄ × 6 ins. 192 p. — This volume is the result of an inquiry conducted by the official journal of the Hungarian Ministry of Education "Köz-

nevelés" among fourteen wellknown child psychologists in Hungary. The studies touch upon all branches of child psychology: the child's idea of the world, the genesis of number and the development of the notion of quantity in the child, the origins of his language, thought and morale. In construction the book follows very closely the subjects treated by Professor J. Piaget in his works on the mental development of the child, and show — as indicated in the preface — the great influence exercised by the famous Swiss psychologist in Hungary. The purpose of the volume is to offer Hungarian educationists a general picture of the present state of psychology and its development.

370.47

SOCIOLOGY OF EDUCATION (B.I.E.)

CHAŁASINSKI, Józef. *Spółczesność i wychowanie. Socjologiczne zagadnienia szkolnictwa i wychowania w społeczeństwie współczesnym.* Warszawa, Instytut Wydawniczy "Nasza Księgarnia", 1948. 10¹/₄ × 7 ins. 432 p. — This work is both a systematic review and a thorough analysis of the chief sociological problems of schools and of education, and a synthesis of the contemporary sociological science of education applied to the economic and social problems of the present epoch. It contains seven main chapters, the first of which deals with the elements of the sociological theory of education. In the second, which concerns the individual and the group in the technique of education, the author speaks of the problems of a democratic culture, and of an educational, psychological and sociological technique of various movements; communist, nazi, Christian, etc. The third chapter, entitled "From Primitive Initiation to the University", contains a summary of the history of education from the sociological point of view. The fourth chapter establishes the relationship between education and the intellectual and social currents of the period of nationalism and of capitalism. Two other chapters successively describe the school in the traditional peasant society and in the capitalist society, while the last chapter deals with education as the object of philosophy and of science.

371.38. — 371.037

ACTIVITY METHODS. —
SCOUTING (B.I.E.)

KAMINSKI, A. *Nauczenie i wychowanie metoda harcerska.* Warszawa, Instytut Wydawniczy "Nasza Księgarnia", 1948. 8³/₄ × 6¹/₄ ins. 288 p. — The whole of this book is devoted to an analysis of the educative method practised by scouts. The author, himself a scout and a teacher with a good cultural experience, is convinced that the scout method can be successfully utilised by teachers and applied to a great extent at school, without upsetting the traditional system of classes, timetables and curricula. On the basis of his own educational experiences, the author deals successively with all the important questions relative to education and to teaching. The longest chapters are devoted to the use of different games in teaching various subjects in the primary and intermediate schools, as well as the utilisation of teams and groups of pupils for the improvement of school work and for the character training of future citizens. In the last chapter he speaks of self-government among the pupils, punishments and the general atmosphere of the school.

OTHER PUBLICATIONS RECEIVED

379.96 (73) STATISTICS (B.I.E.)

BLOSE, David T. Under the Direction of Emery M. Foster. *Statistical Summary of Education, 1942-44*. Chapter I, Biennial Survey of Education in the United States 1942-44. Washington, D.C., U.S. Government Printing Office, 1947. $9\frac{1}{4} \times 6$ ins. 40 p. 15 cents.

37 A. — 379.94 (685) SOUTH AFRICA. — OFFICIAL REPORTS (B.I.E.)

EDUCATION DEPARTMENT — ORANGE FREE STATE PROVINCE. *Report for the Year ending 31st December, 1946*. (Bloemfontein), A.C. White P. & P. Co., Ltd. $13 \times 8\frac{1}{2}$ ins. 168 p.

37 A. — 379.94 (687) SOUTH AFRICA. — OFFICIAL REPORTS (B.I.E.)

DEPARTMENT OF PUBLIC EDUCATION — CAPE OF GOOD HOPE. *Report of the Superintendent-General of Education for the Year 1946*. Cape Town, Mercantile-Atlas Printing Co. (Pty.), Ltd., 1947. $9\frac{1}{2} \times 6$ ins. 158 p.

37 A. — 379.94 (71) CANADA — OFFICIAL REPORTS (B.I.E.)

CANADA — PROVINCE OF QUEBEC. *Report of the Superintendent of Education of the Province of Quebec for the Year 1945-1946*. Quebec, Rédempti Paradis, King's Printer, 1947. $9\frac{3}{4} \times 6\frac{3}{4}$ ins. 240 p.

37 A. — 379.94 (931) NEW ZEALAND. — OFFICIAL REPORTS (B.I.E.)

NEW ZEALAND. *Education: Primary and Post-Primary Education*. 46 p. 1s. — *Education of Native Children*. 10 p. 6d. — *Education: Child Welfare, State Care of Children, Special Schools, and Infant-Life Protection*. 12 p. 6d. — *Education: Higher Education*. 4p. 3d. — (Wellington, V. E. Paul, Government Printer). $9\frac{3}{4} \times 6$ ins.

37 A. — 379.94 (944) AUSTRALIA. — OFFICIAL REPORTS (B.I.E.)

SOUTH AUSTRALIA. *Report of the Minister of Education for the Year ended 31st December, 1946*. Adelaide, K. M. Stevenson, Government Printer, 1947. $13 \times 8\frac{1}{4}$ ins. 26 p.

37 A. — 379.94 (945) AUSTRALIA. — OFFICIAL REPORTS (B.I.E.)

VICTORIA. *Education. Report of the Minister of Public Instruction for the Year 1946-47*. Melbourne, J. J. Gourley, Government Printer, 1948. $13 \times 8\frac{1}{4}$ ins. 40 p.

37 P RESEARCH (B.I.E.)

Annual Report — Department of Educational Research, Ontario College of Education, 1946-47. Toronto, The Department of Educational

Research, Ontario College of Education. (Written as of June 30th, 1947.) $11 \times 8\frac{1}{2}$ ins. 16 p.

37 P. — 375.2 (47)

RESEARCH. — SCIENTIFIC
EDUCATION (B.I.E.)

ASHBY, Eric. *Scientist in Russia*. Harmondsworth (England) and New York, Pelican Books (1947). $7 \times 4\frac{1}{2}$ ins, 252 p. 1s.

371.73. — 372.213

PHYSICAL EDUCATION. —
INFANTS SCHOOLS (B.I.E.)

MORGAN, F. A. *Physical Training in the Infant School*. (Reprinted from "The Practical Infant Teacher".) London, Pitman, 1938. $10 \times 7\frac{1}{2}$ ins. 32 p. Illus. 1s.6d.

372.9. — 375.12 (931)

LANGUAGE EDUCATION. — MOTHER
TONGUE (B.I.E.)

English. Standard I. — English. Standard II. Wellington, School Publications Branch, New Zealand Education Department. $8\frac{1}{4} \times 6$ ins. Each 80 p. Illus.

375.106 (931)

LITERATURE (B.I.E.)

Writing in New Zealand. No. 3 *The Short Story*. No. 5 *The Novel 1860-90*. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. Each 16 p. (Post-Primary School Bulletin, Vol. I. Nos. 3 & 11 resp.)

375.75 (931)

MUSIC (B.I.E.)

JENNER, Ernest. *Music*. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 16 p. (Post-Primary School Bulletin, Vol. 1, No. 4.)

375.41 (931)

HISTORY (B.I.E.)

BEAGLEHOLE, J.C. *How History is Written*. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. 16 p. (Post-Primary School Bulletin, Vol. 1, No. 8.)

375.40 (931)

SOCIAL STUDIES (B.I.E.)

Social Studies. No. 1. *The Dairy Farm* by H.C.D. SOMERSET. No. 2, *The High Country Run* by John Pascoe. (Wellington, Education Department), 1947. $8\frac{1}{2} \times 5\frac{1}{4}$ ins. Each 16 p. (Post-Primary School Bulletin, Vol. 1, Nos. 7 & 10 resp.)

371.037

YOUTH MOVEMENTS (B.I.E.)

From Jamboree to Jamboree. *The Story of the World Jamboree of the Boy Scout Movement*. Reprinted from "Jamboree". London, The Boy Scouts International Bureau, 1947. $9\frac{3}{4} \times 6\frac{1}{4}$ ins. 40 p. Illus. 2s.6d. (In Great Britain.)

37 C. — 28

BIOGRAPHIES. — CHRISTIANITY (B.I.E.)

MATHEWS, Winifred. *Dauntless Women*. Stories of Pioneer Wives. London, Edinburgh House Press, 1947. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 124 p. 2s.6d.

375.825 INTERNATIONAL TEACHING (B.I.E.)

Teaching about the United Nations. Washington, D. C., National Education Association of the United States. 9×6 ins. 40 p. Illus.

371.372 (73) BROADCASTING (B.I.E.)

HILL, Frank Ernest. **Time in for Education.** Eleven Years of Education by Radio. New York, National Committee on Education by Radio, 1942. 8 $\frac{1}{4}$ ×5 $\frac{1}{2}$ ins. 110 p.

613.87 MENTAL HYGIENE (B.I.E.)

ALBERT-WEIL, Jean. **De la souffrance à la pensée.** Préface de Henri Baruk. (Genève et Annemasse) Editions du Mont-Blanc (1948). 8×5 $\frac{1}{2}$ ins. 232 p. Bibliogr. (Collection "Action et Pensée", No. 41).

172 SOCIAL ETHICS (B.I.E.)

MURET-CAMPBELL, H. **La personne et la masse.** Simples méditations. Préface de Paul Chaponnière. (Genève et Annemasse) Editions du Mont-Blanc (1947), 8×5 $\frac{1}{2}$ ins; 120 p.

172.4 PEACE (B.I.E.)

TROUBAT LE HOUX. **L'homme et la paix. — L'esprit et la paix. — La paix des travaux et des jours. — Le secret de la paix. — Le chemin de la paix. — Le mérite de la paix.** 6 vol. Saint-Dié (Vosges), Imp. Loos, de 1940-1945. 7×5 ins. 212 p.; 198 p.; 200 p.; 208 p.; 246 p. Illus.

375.99. — 371.43 CENTRES OF INTEREST. — ACTIVITY SCHOOL (B.I.E.)

AUBERT, Paul et VIRET, Edmond. **L'école vivante par les centres d'intérêt.** 2e éd. Lausanne, Payot, 1947. 9×6 ins. 188 p.

15 PSYCHOLOGY (B.I.E.)

HAEBERLIN, Paul. **Minderwertigkeitsgefühle.** Ihre Entstehung und Ueberwindung. 6. Auflage. Zürich, Schweizer Spiegel Verlag (1947). 7 $\frac{3}{4}$ ×5 ins. 62 p. Fr. 4.20.

37 B HISTORY OF EDUCATION (B.I.E.)

SWIEBOCKI, A. **Die Entwicklung der Didaktik im 17. Jahrhundert mit spezieller Berücksichtigung des Wirkens von J. A. Comenius.** Andelfingen (Zch.), Akeret, 1948. 90 p.

131 PSYCHOANALYSIS (B.I.E.)

FEDERN, Paul et MENG, Heinrich (Hrg. von). **Das psychoanalytische Volksbuch.** Seelenkunde, Hygiene, Krankheitskunde, Kulturkunde. IV. Aufl. Bern, Huber (1939). 7 $\frac{1}{2}$ ×5 ins. 736 p. (Bücher des Werdenden, Band I/II). Fr. 24.50.

371.861 CHILDREN'S LITERATURE (B.I.E.)

Jugendschriften-Fragen. Zürich, Verlag des Schweizerischen Lehrervereins, 1947. 8 $\frac{1}{4}$ ×5 $\frac{1}{4}$ ins. 72 p. (Reihe Schriften des Schweizerischen Lehrervereins Nr. 26).

372.5

HANDWRITING (B.I.E.)

GREUTER, Walter. *Die Schriftenerziehung in der Schweiz*. Ein Rück- und Ausblick. Zürich, Verlag des Schweizerischen Kaufmännischen Vereins, 1945. 44 p. Illus.

371.026 (494)

HOME AND SCHOOL (B.I.E.)

SCHULAMT WINTERTHUR. *Eltern und Lehrer Hand in Hand*. Winterthur, Schulamt. 8 $\frac{1}{4}$ × 6 ins. 12 p.

284. — 371.037

PROTESTANTISM. —
YOUTH MOVEMENTS (B.I.E.)

STUFKENS, N. *Die Kirche ruft die Jugend*. Zürich, Gotthelf-Verlag (1948). 7 $\frac{3}{4}$ × 4 $\frac{3}{4}$ ins. 138 p.

375.6

RELIGIOUS TEACHING (B.I.E.)

CABRERO, Rosa María. *Pedagogía del Evangelio*. Madrid, Consejo superior de investigaciones científicas, Instituto "San José de Calasanz" de pedagogía, 1946. 8 × 5 $\frac{1}{2}$ ins. 138 p.

172

SOCIAL ETHICS (B.I.E.)

TRUEBLOOD, D. Elton. *Bases para la reconstrucción*. Buenos Aires, "La Aurora"; Mexico, Casa unida de Publicaciones (1947). 7 $\frac{3}{4}$ × 5 $\frac{1}{4}$ ins. 140 p.

(42)

GREAT BRITAIN (B.I.E.)

MINISTERIO DE JUSTICIA E INSTRUCCIÓN PÚBLICA DE LA NACIÓN ARGENTINA. *Ley de Educación de Gran Bretaña*. Buenos Aires, Dirección General de Informaciones, Biblioteca y Estadística, 1947. 10 × 7 ins. 126 p.

374.8. — 379.635

COURSES FOR ILLITERATES. —
ILLITERACY (B.I.E.)

LAUBACH, Frank C. *Los millones silenciosos hablan*. Buenos Aires, Ed. "La Aurora"; Mexico, Casa unida de Publicaciones (1947). 7 $\frac{1}{2}$ × 5 $\frac{1}{4}$ ins. 236 p.

91. — 375.41

GEOGRAPHY. — TEACHING OF
GEOGRAPHY (B.I.E.)

O'REILLY STERNBERG, Hilgard. *Contribuição ao estudo na geografia*. I. — O trabalho de campo na geografia. II. — O laboratório de geografia e o equipamento didático. Prefácio de Pierre Deffontaines. (Rio de Janeiro). Ministério da Educação e Saúde, Service de Documentação, 1946. 9 × 6 $\frac{1}{4}$ ins. 136 p. Illus.

YEAR XXII

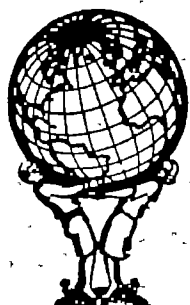
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BULLETIN

OF THE
INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS

GENEVA
INTERNATIONAL BUREAU OF EDUCATION

XIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The International Conference on Public Education met for the eleventh time in Geneva from 28th June to 3rd July, 1948. As was the case last year, the Conference was organised jointly by Unesco and the International Bureau of Education. The following 46 Governments were represented: Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Burma, Chile, China, Colombia, Czechoslovakia, Dominican Republic, Ecuador, Egypt, Finland, France, Greece, Guatemala, Holland, Honduras, Hungary, India, Iran, Iraq, Italy, Lebanon, Luxemburg, Monaco, New Zealand, Norway, Pakistan, Panama, Poland, Portugal, Roumania, Salvador, Siam, Sweden, Switzerland, Syria, Turkey, United Kingdom of Great Britain and Northern Ireland, United States of America, Venezuela, Yugoslavia. In addition, the United Nations, the World Health Organisation, the Pan-American Union and the International Labour Office sent observers.

The Chairman of the Conference was Mr. Marcel Abraham, the first delegate of France. Messrs. Galen Jones (U.S.A.), Georges Alexits (Hungary) and A. Latif (Pakistan) were elected Vice-Chairmen.

The agenda of this eleventh session contained four points: 1. Reports from the Ministries of Education on educational developments during the school year 1947-1948. 2. The Teaching of Handwriting. 3. The Development of Psychological Services in Education. 4. The Development of International Understanding Among Young People and Teaching about International Organisations. The representatives of the 46 Nations participating in the Conference also paid a tribute to the memory of Marc-Antoine Jullien, forerunner of the International Bureau of Education and father of comparative education, the centenary of whose death was being commemorated this year.

The Conference addressed three recommendations to the Ministries of Education, the text of which is given below.

RECOMMENDATION No. 23
TO THE MINISTRIES OF EDUCATION
CONCERNING
THE TEACHING OF HANDWRITING

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on the 28th of June for its eleventh Session, adopts on the thirtieth of June, nineteen hundred and forty-eight, the following recommendation :

The Conference,

Considering the value of essential techniques as instruments of culture and teaching and as indispensable elements in fundamental education,

That writing is not only an educational technique but also a means of expression and an art which should combine a personal style with the maximum elegance,

That the rhythm of modern life demands more and more speed in writing,

That the advances made in educational psychology and experimental teaching suggest the possibility of methods progressively better adapted to the latent capacity of the child,

That the purpose in view is to enable every child to write as well as he is able at a reasonable speed,

Whilst taking into account the diversity of languages and systems of handwriting,

Submits to the Ministries of Education of the various countries the following recommendation :

1. The improvement of the teaching of handwriting should be the constant concern of school authorities and educationists ;

2. While enjoying a large measure of autonomy, the teacher should be able to base his teaching on methods already perfected in accordance with the most recent discoveries of educational science ;

3. A sufficiently long period of concrete, sensory and motor initiation, enabling the child to use his creative ability, ought to precede the learning of letter forms and the actual technique of writing ;

4. The systematic teaching of handwriting ought not therefore to begin with very young children ;

5. In order that the teaching of handwriting may be vital and functional, it should be given simultaneously with the teaching of reading ;

6. A clear, plain and harmonious handwriting should be evolved from simplified letter forms, adapted to the perceptive and assimilative powers of the child ;

7. It is desirable that the form of the characters put before children should evolve in accordance with current aesthetic ideas ;

8. In the early stages, implements inducing suppleness of the hand should be used : soft brushes, soft pencils, blunt pen nibs ;

9. Once the elements of writing have been mastered, a cursive writing combining quality with speed should be taught, though each child should be allowed to develop his individual handwriting;

10. Handwriting should not be considered as an end in itself but as means to be improved whenever written work is done;

11. For children between 12 and 15 years of age—when the handwriting of adolescents changes—it is desirable that corrective teaching should be given, adapted as far as possible to individual needs;

12. The institution of objective scales designed to aid the evaluation of handwriting is desirable;

13. Teachers should be trained to give a rational teaching of handwriting, and should themselves have a neat and legible handwriting;

14. In view of the importance of health considerations in the teaching of handwriting, particular care should be taken in the choice of furniture, of writing materials, and of lighting for classrooms.

RECOMMENDATION No. 24

TO THE MINISTRIES OF EDUCATION
CONCERNING

THE DEVELOPMENT OF INTERNATIONAL
UNDERSTANDING AMONG YOUNG PEOPLE AND TEACHING
ABOUT INTERNATIONAL ORGANISATIONS

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on the 28th of June for its eleventh session, adopts on the second of July, nineteen hundred and forty-eight, the following recommendation:

The Conference,

Considering that one of the chief aims of education today should be the preparation of children and adolescents to participate consciously and actively in the building up of a world society, rich in its diversity, yet unified in its common goals of peace, security and a fuller life for every human being,

That this preparation should include not only the acquisition of skills, but more particularly the information and the development of psychological attitudes favourable to the construction, maintenance and advancement of a united world,

That this preparation should be adapted to the capacities of school children of all ages and to the teaching conditions peculiar to the different countries of the world,

Submits to the Ministries of Education of the various countries the following recommendation:

1. That all teaching should help to develop a consciousness and understanding of international solidarity;

2. That life in all educational institutions should be so organised as to develop in the pupils and students a sense of responsibility and social co-operation, necessary for better understanding between the peoples, and that the various forms of social life being organised at

different stages of study should be such as to interest young people in the problems of the world of tomorrow ;

3. That a sense of duty towards the world community be developed as an extension of civic duties ;

4. That international understanding, based on mutual respect among nations and on an appreciation of historical development be encouraged by all possible means, including, for example, the commemoration of the great pioneers of human progress and the celebration of special days of world-wide interest ;

5. That in this connection the United Nations and its Specialized Agencies, their purpose and principles, their structure and function be studied objectively and with scrupulous accuracy. Whatever may be the weaknesses of these institutions, they should be viewed as a unified and growing system and considered as a part of the long series of man's attempts to develop international understanding, to remove the scourge of war, affirm faith in fundamental human rights, establish justice, promote social progress and ensure freedom and better standards of life for all ;

6. That as this instruction is new and complex and should appeal as much to the heart as to the head, teachers who are themselves imbued with the spirit of international understanding should be specially trained to carry it out both by direct and indirect teaching as an integral part of all education ;

7. That local organisations, such as public libraries, museums, youth clubs, girl guides' and boy scouts' groups, should assist, in collaboration with the school authorities, in developing a spirit of co-operation amongst young people and, at the same time, in presenting the various aspects of the United Nations, its Specialized Agencies and kindred organisations ;

8. That having regard to the responsibilities of adults as parents and citizens, steps should be taken to promote an intelligent understanding of international organisations by means of popular adult education ;

9. That suitable audio-visual and other material should be prepared, taking into account the age and mental development of the young people and adults to whom it is to be presented and the importance of making the pictures aesthetically satisfying ; and that young people and adults should be encouraged to take part in the preparation of such material, which should be designed with some reference to studies of child psychology concerning children's reactions to films ;

That systematic arrangements should be made for the wide distribution of such material ;

10. That textbooks of different countries be re-examined as often as possible, with a view to eliminating the passages that would be likely to lead to misunderstanding among nations, and to incorporating materials that would lead to fuller appreciation of world co-operation ;

11. That the educational authorities of different countries exchange views and information on the nature and results of this teaching in order to make the best use of their experience ;

12. That the Ministries of Education and other educational authorities use their influence to encourage the creation of international understanding amongst young people, and to assist teaching about international organisations which are working for the promotion of world peace.

RECOMMENDATION No. 25
TO THE MINISTRIES OF EDUCATION
CONCERNING
THE DEVELOPMENT OF PSYCHOLOGICAL SERVICES
IN EDUCATION

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on the 28th of June for its eleventh session, adopts on the second of July, nineteen hundred and forty-eight the following recommendation :

The Conference,

Considering that the lengthening of the period of compulsory attendance at school, the movement to provide secondary education for all, the growing complexity of the modern world, and the world-wide increase in the school population, impose on schools a progressively larger share of responsibility for the education of children,

That such education is unlikely to be effective unless it is adapted to the psychological characteristics of the individual child,

That the teacher, owing to the multiplicity of his ordinary duties, is not always able at the same time to be fully conversant with the psychological sciences and their applications,

Submits to the Ministries of Education of the various countries the following recommendation :

1. That the application of educational psychology even though this can be effective only through the co-operation of the teachers, should be guided by the advice of specialists ;

2. That efforts should be made to guide the studies of each pupil in the light of expert interpretation of the results of psychological examinations ;

3. That, as far as possible, the psychological services should be organised to deal in particular with the following problems : detection both of backward and of talented children, remedial treatment of maladjusted children, educational guidance and selection, vocational guidance and, in consultation with the teachers and school authorities, the adaptation of school curricula and testing of the results of different educational methods ;

4. That it should be possible for school authorities to submit for examination by a specialist in psychology, children whose scholastic backwardness, bad behaviour, or abnormal attitudes, indicate social maladjustment, and children who would appear to constitute a special problem of guidance ;

5. That the pupils should not be graded solely on the results of tests but that efforts should be made to determine the psychological characteristics of each child, with special reference to his or her social, cultural and economic background, and to adapt his studies thereto ;

6. That the number of pupils submitted to examination by the psychologist should not be so great as to hinder him from carrying out his duties with the requisite care and attention ;

7. That the work of the educational psychologist should not be confined to the examination of individual cases but that he should be able to co-operate with the teacher in analysing the results of educational methods used and in adapting such methods to the level of mental development reached by the pupils ;

8. That the status granted to psychologists should enable them to carry out their duties with the maximum efficiency ;

9. That the salaries of educational psychologists should be consonant with the importance of their specialized and responsible services to education ;

10. That the training of educational psychologists should consist not only in the acquisition of theoretical knowledge and a greater or lesser number of test techniques, but also in personal research and a period of probation in such work as medical-psychological consultation and educational guidance ;

11. That this training should not be confined to psychology but should also include all the essential educational subjects as well as periods of probation in the teaching services, to allow of useful co-operation with teachers, doctors, and the pupils' families ;

12. That the training of specialists in psychology should bring them into contact with a wide range of practical experience ; it should lead to a diploma from a specialized institute, or to a university degree ;

13. That refresher courses should be established for teachers who wish to devote themselves particularly to assisting educational psychologists in their work.

I. THE EDUCATIONAL WORLD

In order to facilitate the card index classification of these news items by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

ARGENTINA

379.2 (82)

Ministries (B.I.E.)

The Secretariat of Education.

Up to the present the central organism for education in the Argentine has been the Ministry of Justice and of Public Instruction. By a decree of the 14th February 1948, a State Secretariat of Education is now established. The Secretary for Education will have the same prerogatives as the Minister-Secretaries of State. Nevertheless the decrees issued by the Secretariat of Education will be countersigned by the Ministry of Justice and of Public Instruction.

371.913 (82)

Speech Defects (B.I.E.)

Orthophonic Institutes.

Two Orthophonic Institutes have recently been opened in Santa Fe and in Rosario, to provide for the physical, psychic and functional education of persons suffering from congenital or acquired speech and hearing defects and who, because of their handicap, find human and social relationships difficult. Among other things, there will be a centre for re-education, a specialised medical service, a vocational guidance school for the deaf and dumb, and a social welfare service in connection with each of these Institutes.

AUSTRALIA

37 N. — 373 (94)

Conferences. — Secondary Schools (B.I.E.)

Secondary Headmasters' Conference.

In all the States of Australia there is a high degree of centralization as far as the administration of education is concerned, but, in addition to the States schools, there are also a number of independent secondary schools. An important step towards the *rapprochement* of the two types of schools was taken in January 1948 when a conference was held at Geelong Grammar School

(Victoria) attended by headmasters of the State high schools and of the independent schools. Of even greater significance than the detailed discussions on the function of the school in present-day society and on practical problems of secondary school curricula and out-of-school activities, was the fact that, for the first time, responsible representatives of the two great divisions of secondary education pooled their experiences and problems. It was felt that the schools must make a maximum and united effort to contribute to the needs of the nation in the vital years immediately ahead.

BELGIUM

371. 916 (493)

Cripples (B.I.E.)

The Arnaud Fraiteur Foundation.

There can be no doubt that the Home for Orphans, established through the initiative of Dr. Decroly, has borne much fruit.

Founded in 1914 for the orphans of the first world war, it has gradually extended its work to include all categories of children in distress. Its family homes are situated in a garden-city, the "Joyous City", on the plateau of Ossegem, to the west of Brussels. The Arnaud Fraiteur Foundation, its latest extension, opened in May 1946, is particularly praiseworthy, for it is intended for crippled and delicate children who, far too frequently even now, do not receive the instruction and the special care which would enable them to exercise a profession. The new home is in a large lodge of the Joyous City. In its homely atmosphere fifty children can find the care they need. The house is neither a hospital nor a clinic. In the right wing, all on the same level, are the classrooms equipped with appropriate furniture. Here a young teacher adapts her lessons to the diversity of the individual needs of her pupils. There is also a games room with a puppet theatre. The left wing contains all the medical installation. It is here that the physiological, radiographic, orthopedic, kinespathic, ultra-violet ray and electrical treatment is carried out, massage given, plaster casts made and dressings applied, etc. Not all the children are boarders. Some are brought each morning by a motor ambulance belonging to the Foundation and are taken home again at the end of the day.

375. 12. — 375. 31 (493)

*Mother Tongue. —
Arithmetic (B.I.E.)*

**Improvement of
Methods.**

Methods of teaching the mother tongue and arithmetic in the primary schools are being revised. Several lectures and study courses on the mother tongue have already been organised, while the teaching of arithmetic was the main theme of the Education

Week held during the Easter 1948 holidays at the State Normal School, at Laeken-Brussels. More than 350 primary school teachers and inspectors took part. Among the participants were a dozen French and ten Dutch teachers. An educational exhibition containing teaching material and the most characteristic work relative to the teaching of arithmetic was also arranged.

BULGARIA

373. 1. — 375. 05 (4972)

*Secondary Education. —
Curricula (B.I.E.)*

**Curriculum and
Purpose of
Secondary Education.**

The length of secondary school studies has been reduced from five to four years. This has involved a new distribution of the subjects taught and a reduction in the number of subjects, chiefly obtained by abolishing the study of classical languages. Ancient Bulgarian, also removed from the secondary school curriculum, and classical languages may, nevertheless, be studied in the university faculties. Political economy, ethics and religious history have also been abolished as special subjects. All historical studies will in the future form part of the general history syllabus. At all stages the instruction will be based on scientific foundations, preferably on natural and historical sciences, so as to give the pupils solid scientific materialistic conceptions. (From an official report of the Ministry of Public Instruction.)

BURMA

379. 635 (591)

*Fight against Illiteracy
(B.I.E.)*

Mass Education.

Mass education and universal literacy have been receiving the attention of the Burmese authorities during the past school year, 1947-1948. It is realised that even if compulsory education is adopted, the results will not be sufficiently enduring to prevent relapses into illiteracy—a danger that is ever present in the conditions in Burma. The authorities have accordingly under contemplation a systematic drive to extend to rural areas all possible facilities for adult education and to foster and promote literacy by means of village libraries, reading circles, cultural centres, etc. A scheme for the training of adult education leaders is under consideration. At the start the scheme will be operated by a voluntary organisation subsidised by the Government.

CANADA

379. 827 (71)

*Aid in Reconstruction (B.I.E.)***Child Victims
of the War.**

Twenty thousand schoolchildren in war devastated countries will be the recipients of special parcels when the schools re-open this autumn. These parcels have been prepared by Canadian children. They will contain exercise books, loose sheets of paper for copies, pens and pen-nibs, ink, pencils, rulers, ruling pens, chalk, india-rubbers, paste, coloured paper for cutting out, as well as pamphlets, maps and documentary pictures of Canada. In each class the children receiving the parcels will be asked to write to their young Canadian comrades who have sent them. It is hoped that this will lead to a regular correspondence between schoolchildren in the devastated countries and those of Canada.

CHILE

371. 291 (83)

*Rural Schools (B.I.E.)***Transforming
Rural Education.**

For the past two years, the Government has been considering a plan for the transformation of rural education. The objectives behind such transformation are: 1) The raising of the level of the small schools situated in country districts, mining centres and small coastal villages, by the adoption of a new curriculum and plan of studies taking into account the socio-economic problems of the neighbourhood; 2) the centralisation of education on a trial basis in the experimental zone of San Carlos (Province of Ñuble) where the scientific principles of unity, correlation and continuation of the educative function will be put into practice. It is thus hoped to put an end to the existing divorce between technical instruction and the humanities and, at the same time, to offer the pupils of the primary schools in country districts and small villages the possibility of perfecting their education.

CHINA

371. 29 (51)

*Particular Types of Schools
(B.I.E.)***Schools for
Border Regions.**

In the citizen education programme recently initiated by the Chinese Government, much importance has been attached to the education of the minorities living in the border regions. A special department, known as the "Department of Border Education" has been established by the Ministry of Education to direct

the administration and instruction pertaining to the education of the Mongols, Tibetans and other minorities living near the border. An attempt is being made to adjust and harmonize the educational activities in these areas with the physical surroundings, social and religious structures, and customs peculiar to the border peoples. Three special types of schools have been established, namely, the "Hillside School", the "Tent School" which follows the nomadic tribes in their wanderings, and the "Temple School" in the districts where the temple is the religious, educational and administrative centre. Temporarily the border schools will have to follow the regulations as laid down for the ordinary citizens' schools, but their own peculiar cultural elements must be utilized to the full so as to make them consonant with present day ideals and needs. For the peoples who have a historical language and literature the fundamental education is given in the mother tongue, but the Chinese language is used as the main medium of teaching in the cases of people who are culturally backward and who have no literary tradition of their own. The border schools must enroll the children of all the races and tribes living in a given locality in conformity with the plan for the fusion of the people of China proper and those of the border regions.

COLOMBIA

371. 364 (86)

Cinema (B.I.E.)

Schools Films.

A plan has been drawn up to enable school-children in Colombia to benefit by the advantages of school films. Provision is being made for the special training of teachers entrusted with carrying out this educational technique. Two hundred cinematographic projectors will be placed at the disposal of the schools and fourteen film libraries will be organised.

CZECHOSLOVAKIA

371. 42. — 379. 8 (437)

*School Reform. — School Politics
and State Problems (B.I.E.)*

**Reorganisation
of Teaching.**

The Ministry of Education has published the new curricula for the primary and secondary schools which are valid throughout the whole territory of the Republic. The foreword introducing these new plans states that the new school is to be a political school, in other words, it shall participate in the work of the nation's reconstruction and help to defend the principles established by the Constitution and by the popular democratic regime. Teaching in schools must be founded on the national progressist traditions and

on humanitarian ideals. It is the duty of the school to train citizens and patriots, conscious of their duties towards the Nation and educated politically, courageous defenders of their country, protectors and loyal members of an industrious people. All teaching must be based on science. Schoolchildren must learn to know the laws governing the development of nature and of human society and to understand how they are connected. The necessity for training men of character is particularly stressed. In the chapters devoted to educational principles it is stated that teaching and education should be closely allied. The teacher should be able to discern the capabilities and the individual interests of each pupil and to encourage their development. He should also take into account the conditions in which the pupils work. Collaboration between the home and school should be encouraged; the pupils' clubs and, in the upper classes, the pupils' committees should help in the accomplishment of the duties determined by the school. (*Nouvelles ichtecoslovaques*, Berne, 24th August 1948.)

DENMARK

371. 27 (489)

School Canteens (B.I.E.)

**Meals for
Schoolchildren.**

The *Landsting* has decided that school meals, which up to the present have only been distributed to needy children, shall in future be served to all schoolchildren, irrespective of their parents' income. This decision has been taken not because of any deficiency in the food situation, but for educative reasons: bodily nourishment should be regarded as equally important as spiritual nourishment at school and should be distributed to all schoolchildren, so that none may feel humiliated by being offered meals at school. For this purpose, the *Landsting* has voted a credit of a million crowns, representing a cost of 140 crowns per year for each scholar in Copenhagen and 50 crowns per year for each provincial pupil.

ECUADOR

379. 635 (861)

Fight Against Illiteracy (B.I.E.)

**Fundamental
Education.**

The fundamental education campaign has already yielded excellent results. During 1947 the number of illiterates who learned to read and to write amounted to 37,200. These figures bring to 131,800 the number of persons who have learned to read and to write since the beginning of the campaign in 1941.

FINLAND

37 N (471)

Conferences (B.I.E.)

Teachers' Conference.

The Educational Society of Finland organised an important conference at Helsinki from 3rd to 5th January 1948, for men and women teachers from the primary, secondary and vocational schools. About 1600 persons participated in this conference which dealt exclusively with school reform and ways of improving the schools. A vast educational exhibition was arranged at the same time.

FRANCE

371. 11 (44)

Selection of Teachers (B.I.E.)

Recruitment of Teachers.

The continued increase in the birth rate is causing serious difficulties in connection with primary schools. The number of births has in fact risen from 557,000 in 1938 to 900,000 in 1947. In an attempt to counteract the shortage of teachers in the next few years, boys and girls are to be allowed to enter the normal schools either after completing the 3rd class (15 years), or after the 2nd class (16 years). The latter will follow the same course of study in the normal schools as their comrades in the other types of secondary schools up to and including matriculation. These measures, together with the granting of a probationer's salary to the student-teachers during the two years of professional studies, have already borne fruit and the number of candidates in the normal schools has greatly increased this year.

371. 18 (44)

Training of Teachers (B.I.E.)

Pedagogical Training in Normal Schools.

This year a new type of pedagogical training for teachers has been completed and put to the test. In the two years of professional training following matriculation, the student-teachers receive further teaching in general culture and a psycho-pedagogical training including child psychology, general and special pedagogy, the study of social facts, the study of the natural environment, practical work with a view to teaching the observational and applied sciences, lectures on general culture, and directives for their personal work, etc. At the same time they participate in teaching practice amounting to three periods of three weeks in the 1st year, and three periods of four weeks in the 2nd year, either in the demonstration schools or in specially designated classes.

371. 12 (44)

**Pedagogical Training
for Secondary Teachers.***Training of Teachers (B.I.E.)*

Special teaching practice periods are being organised this year for candidates to the fellowship examination. Those of the Paris Academy have had an opportunity of studying the present day problems of teaching and also of participating in the educational experiments being tried out in new classes, while candidates in the provinces have had special lectures providing information of a similar nature. Finally a plan for a "certificate of aptitude for secondary school teaching" has been submitted to the Higher Council of National Education and accepted in the main. It will be compulsory for all secondary school teachers who have not qualified for the rank of assistant teacher. The certificate will include a practical or pedagogical part which can only be passed during the second year of service, that is to say after the candidate has been admitted as a probationary teacher and obtained his teaching certificate. Only after satisfactorily passing the practical tests will the candidate be allowed to sit for the theoretical part. This, it is felt, will necessitate a truly pedagogical training, under the direction of "educational advisers" whose duty it will be to direct the new teachers during their apprenticeship to their profession. Regional educational days will also be organised.

GERMANY

371. 42 (43)

**Reform Plan for
Hamburg Schools.***School Reform (B.I.E.)*

The Hamburg scheme for school reform provides for a six-year fundamental school for all children. After this common school there will be a secondary school of three sections: scientific, technical and vocational. The first section will lead to the matriculation examination at the end of six years; the second will enable its pupils to enter various technical schools after four years of study, while the third will only cover a three-year course. For pupils leaving this last section, theoretic continuation courses are being organised to accompany their apprenticeship.

371. 44. — 371. 94 (43)

**A Town for
Adolescents.***Children's Communities. —
Socially Handicapped (B.I.E.)*

The "Buchhof" estate near Starnberg (Upper Bavaria) has been transformed into an educational centre for adolescents. Some fifty adolescent orphans or semi-orphans, the majority of them originally from East Prussia, Silesia and Saxony, have found a new home there. The Home is directed by German educators and American soldiers, and supported by the American Service of

Assistance to Young People and by the Work Assistance Service (*Arbeitswohlfahrt*). The fifty "citizens" of the Youth City are responsible for the administration of their city. (*Welt der Schule*, April 1948.)

GREAT BRITAIN

371. 93. — 371. 94 (42)

Moral Deficiency. — Social Deficiency (B.I.E.)

The Children Act.

The Children Act, 1948, concerning the welfare of children deprived of normal home life, came into operation on 5th July. In March 1945, the Government set up two committees, the Curtis Committee in England and the Clyde Committee in Scotland to inquire into the existing methods of providing for these children. Both Committees reported in 1946 and the Children Act carries out their main recommendations. The Home Office becomes the responsible central department for the care of deprived children in England and Wales. This responsibility will be exercised by county and county borough councils through a specially appointed Children's Committee. Persons specially trained for, or experienced in, children's work may be co-opted on these Children's Committees by the authority to provide expert advice. A Children's Officer will be appointed by the local authority, in consultation with the Secretary of State to devote himself wholly to the care of the children. The Children Act makes provision for the large numbers of children hitherto maintained by local authorities under the Poor Law and for those committed by a court to the care of a local authority. The Children's Committee will be responsible also for approved schools and remand homes maintained by the local authority and for the administration of the provisions of the Public Health Acts concerning child life protection. In the Act the word child means a person under 18 years of age, but it empowers a local authority to make grants towards the education and training of a person to the age of 21 and beyond that to enable such person to complete a course of training on which he is then engaged. The Central Training Council in Child Care, appointed by the Home Secretary already in 1947, is arranging courses with the co-operation of universities and local education authorities to train men and women for work in children's homes, and as boarding-out officers to supervise children placed in private households.

37 N. — 377. 36 (41)

Conferences. — Education in Citizenship (B.I.E.)

Training in Citizenship.

Teachers in primary and secondary schools, officials, and representatives of education authorities were invited by the Secretary of State for Scotland

to attend a series of local one-day conferences, in January and February 1948, on training for citizenship in schools. Six of the conferences—in Edinburgh, Glasgow, Aberdeen, and Inverness—were attended by headmasters and teachers from secondary schools. Twenty-five other conferences held at local centres throughout Scotland were organised for the head-teachers and teachers from primary schools in the surrounding districts. The conferences were arranged by the Scottish Education Department, and were presided over by departmental Inspectors of Schools. It is hoped that the result will be a period of active experimentation in the schools.

GREENLAND

37 A (988)

Education in Greenland (B.I.E.)

The Educational Situation.

Education is compulsory for all children between the ages of 7 and 14 years. With the approval of the school inspectors arrangements can be made for children to be taught privately. The problems facing the authorities at the present time are due to the increase in the number of children of school age, the need for a more complete education of girls and more extensive instruction in the Danish language. There are three secondary schools for boys and one for girls, as well as a higher school with a two-year course. The diploma of the last-mentioned school paves the way for administrative posts. Teachers are trained at the higher school and then in a seminar. Both board and tuition are free in all these schools. Students who have graduated from the higher school may be permitted to follow courses in Denmark for two or three years. The number of pupils now attending school is 3872; about 90 pupils are enrolled in the secondary schools and approximately 40 in the higher school and the seminar. Evening classes for young men are given in several districts. At the end of 1946, there were 229 local primary teachers and 11 secondary school teachers of Danish nationality or trained in Denmark.

GUATEMALA

371. 871 (728. 1)

Holiday Camps (B.I.E.)

Holiday Camps.

The Ministry of National Education has opened a certain number of holiday camps in various parts of the country. Not only do these camps contribute to the improvement of the children's health, but they are of educational interest also. In fact, they provide the children staying in the camps with an opportunity of visiting certain agricultural exploitations and of seeing for themselves the processes employed in the culture of sugar cane, bananas and coffee.

HUNGARY

371. 15 (439)

*Teachers' Salaries (B.I.E.)***Improvement in
Teachers' Salaries.**

A new statute regulating the economic situation of both the teaching and the administrative staff connected with education was approved by a decision of the Council of Ministers on 7th August 1947. The result of this measure is that salaries have been increased, payment will in future be made for summer holidays, and the possibilities for advancement under the new salary scale are open to a much larger number of teachers. The economic differences existing between the various categories of teachers are considerably reduced. The net result is a levelling up based on a much higher financial state. (From the *Bollettino di Legislazione scolastica comparata*, Nov.-Dec. 1947.)

INDIA

374. — 377. 3 (54)

*Adult Education. — Social Education (B.I.E.)***Social Education
Experiment.**

A novel scheme of social education was introduced in Delhi Province from 1st July, 1948. The scheme, which is in the nature of an experiment, is proposed to be extended to the whole of the Indian Union after the necessary modification on the results of its working in Delhi. The Minister of Education emphasized that one of the fundamental principles of the scheme was that in a democracy every citizen must know the meaning of citizenship and the way democracy functions. There should also be an element of instruction in universal ethics with special emphasis on the necessity of toleration of mutual differences. The programme provides for 300 basic schools in Delhi Province—one for each village. The school would not only provide instruction, but would also be a centre for the activities of the entire village community. School buildings would be utilized to the fullest extent by serving as schools for children in the morning, adolescent schools and clubs for young people in the afternoon, and education centres for adults in the evenings. Games and group activities would be encouraged. In the case of adults, emphasis would be more on social education than on mere literacy. A number of motor vans, fitted with cinema projectors and loud-speakers would visit the schools at least once a week, when films would be shown and records of talks played. All schools would be equipped with radio sets and arrangements would be made to broadcast social programmes. About 140 sets have already been supplied by the Ministry of Information and Broadcasting. It is proposed to encourage the production of folk dramas and rural plays by villagers. Stress would be placed on

dancing, poetry and recreational activities. Lectures would be arranged to instruct villagers in simple laws, social hygiene, methods of agriculture, cottage industries and co-operative activities. (*The School Government Chronicle and Education Review*, July 1948.)

ITALY

379. 95 (45)

Education Budgets (B.I.E.)

Education Costs.

The education estimates of the Ministry of Education for the period 1st July 1948 to 30th June 1949 have been approved by the Chamber of Deputies and amount to 89 milliards of lire, nearly double the estimates for the previous year, which amounted to 48 milliards. The new education budget represents about 8% of the total expenses of the State, whereas previously the percentage has never exceeded 4%. Measures taken since the 1st January, 1948, will permit the budget to be still further raised to 105 milliards, which will make it nearly 10% of the total budget. The general increase in the education budget is due not only to the improvement in teachers' salaries and status, but also to the greater number of schools, to the improvement of scientific and teaching material, to welfare measures and to the opening of schools for adults.

379. 654 (45)

Courses for Prisoners (B.I.E.)

Prison Schools.

In a circular dated 4th March 1948, the Ministry of Education insists that the regulation concerning prison schools shall be observed. By virtue of this regulation, classes must be organised in prisons where there are at least 15 illiterate or semi-illiterate prisoners under 40 years of age. They will be of two categories: 1) classes for illiterates following the syllabus for the first three primary grades; 2) classes for semi-illiterates where the syllabus covers the work of the 4th and 5th grades. They will last for ten months per year, thus representing 220 school days. At the end of each year's study, the pupils will sit for an examination before a special committee. School certificates will be awarded by the managers of the nearest school.

JAPAN

375. [1-9] (52)

Textbooks (B.I.E.)

Supply of Textbooks.

Up to 15th April, about two weeks after the opening of the new school year, approximately 65,491,634 copies of textbooks had been distributed to pupils in primary and secondary schools. This is ten times the supply of books distributed last year. The Education Ministry's

domination of school textbooks (huge orders being placed with a few large printing firms) terminated with the revising of textbook regulations beginning this year, and the new decentralization programme. In order to improve textbooks, the Government has decided to establish the Textbook Authorization Committee. As a means of pushing this plan, a textbook exhibition is to be held in every prefecture of the country for one week beginning 25th August and teachers will be able to select the textbooks particularly suited for their classes. The Catholic Church in Japan plans to publish high school textbooks on Western history and biology. These are being written and edited by faculty members of the Sophia University in Tokyo and of Catholic schools; they will be submitted to the Education Ministry's Textbook Committee for official authorization by next May. The biology textbook being written will follow the pattern of the latest American high school textbooks on the subject. (*The Nippon Times*, 13th and 14th May, 1948.)

POLAND

374. 6 (438)

Adult Education Activities (B.I.E.)

**Committee for
the Universalisation
of Books.**

In the general programme for the reconstruction of the country, great importance is given to the extension of instruction and culture among the mass of the

people. In order to obtain the best possible results in this field, the State Council and the Ministerial Council for the Development of Culture have decided to establish a Committee for the Universalisation of Books. This committee is composed of representatives of the State Council, the Government and competent social organisations and institutions. Its task is to draw up plans for the publication of scientific books and books for general cultural purposes and to co-ordinate the activity of all publishing firms. The massive and inexpensive production of works of value, the organisation of reading circles, the carrying out of the law on libraries, etc., ought to contribute to the diffusion of books among all classes of society. (*Biuletyn P.Z.W.S.*, No. 3, 1948.)

379. 67 (438)

Scholarships (B.I.E.)

**Scholarships for
Students.**

By virtue of the decree of the Minister of Education dated 24th November 1947, State scholarships are to be awarded to

gifted but needy students. Priority will be given to candidates: 1) intending to carry out scientific research; 2) who are former servicemen; 3) having distinguished themselves in social work or in the economic reconstruction of the country; 4) coming from a

social environment in which culture was previously difficult of access. The candidates' requests will be examined in the first instance by the Qualification Committee, composed of a delegate from each of the student youth organisations (socialist, independent, "Young Life" brigade, peasant, democratic) and of two delegates from the committee of the Students' Friendly Association of the higher school in question. (*Dz. Urz. Min. Osw.*, No. 6, 1948.)

371. 387 (438)

Social Activities at School (B.I.E.)

Social Emulation of Pupils.

Pupils of a State trade school in Sosnowiec have taken the initiative of arranging to give systematic assistance to their less intelligent comrades in the preparation of their homework, thus helping to raise the general level of the school. In support of this initiative, the municipality of Bedzin has voted special credits as a reward for the social work of the pupils showing most merit in the carrying out of this project. (*Dziennik Polski*, No. 117, 1948.)

PORTUGAL

371. 27 (469)

School Canteens (B.I.E.)

School Canteens.

The Portuguese school authorities are now intensifying their campaign to provide more school canteens. These canteens do not only provide meals for the schoolchildren, but they also deal out clothes. Generally speaking the canteens are housed in specially erected buildings in the local style of architecture, near the schools they are intended to serve.

SPAIN

371. 861 (46)

Children's Libraries (B.I.E.)

Children's Literature.

In connection with the "Annual Book Festival", the Ministry of National Education has offered a prize of 500 pesetas for the best article in a newspaper or review devoted to the problem of the development of children's libraries.

378. 9 (46)

University Enterprises (B.I.E.)

At the University City.

The Argentine Government has decided to build an Argentine Institute of Higher Studies in the University City at Madrid, and also a residential college for the Argentine students wishing to study in Spain. The land for the future buildings has been willingly placed at the disposal of the Argentine Republic by the academic authorities in Madrid.

SWEDEN

371. 73 (485)

*Physical Education (B.I.E.)***Physical Education
in Schools.**

Physical education, or—as the Swedes prefer to call it—gymnastics with games and sports, is a compulsory subject during the whole school life in all schools under the control of the Board of Education and the Supervisory Board of Trade Schools. Children of 7-9 years (1st and 2nd classes) have one 45 minute period per week, or sometimes two shorter periods. The other classes (3rd-7th) of the primary schools may have as much as three hours a week. In addition to these periods a certain number of half-days, or even whole days, are set aside for outdoor work in games, sports, etc., instead of the normal school work. In the small towns there can be 16-24 of these half-days, in other places 12-20, spread over the year. The object of these outdoor days is to improve physical education, to keep the balance between it and other school work, and to focus the interest of the pupils on leading a hardy and strong outdoor life. In most secondary school classes four hours a week are devoted to physical education, but in the top forms only three hours. The number of outdoor days in the secondary schools is also reduced to 10-12; again either in half-day periods of about two to three hours or as whole days. The schools are free to arrange these outdoor days whenever it is most convenient, either for the whole school on the same day or for each class separately. In some cases they can be used for visits to museums or other places of particular interest. Some schools save up their outdoor days and holidays so as to be able to arrange for winter sports holidays at the end of February or the beginning of March for skiing in the mountains. For the children not taking part in the winter sports' trip all kinds of other sport are arranged at home. Few trade schools have as yet facilities for outdoor sports' days.

SWITZERLAND

371. 42. — 373 (494)

*School Reform. — Secondary
Schools (B.I.E.)***Tentatives in Secondary
Schools Reform.**

Judging from the results of the various conferences of secondary school teachers held at the beginning of the year, a general tendency "to humanize" secondary education in Switzerland is now becoming more noticeable. A new accent is being placed on character training, on the development of a sense of responsibility, on the pupils' personal work and on their civic education. With this purpose in view the Girls' Secondary School in Zurich has organised "weeks of concentration" for its pupils and has bought a house at

Casaja in the mountainous district of the Grisons, where it can arrange for concentrated study not possible in the ordinary school buildings. The Girls' Secondary School in Basle has for several years successfully practised a system of "school camps", or periods of two weeks spent in different characteristic regions of Switzerland, thus enabling the pupils of certain classes to study these districts as "centres of interest". The Coire Secondary School (Grisons) has for the first time organised a "civic education week", which has given the pupils of the top form an opportunity of studying at close quarters the life of a mountainous community and of increasing their knowledge of national and political economic questions. All three of these experiments have as a general rule yielded excellent results, both from the point of view of the interest of the pupils in their work and of the work accomplished, and from the point of view of the relations between teachers and pupils. The reform plan of the Secondary School in Wintherthur greatly surpasses these isolated tentatives. The proposed reforms are aimed at correcting four main defects: 1) the overloading of the school curriculum; 2) the lack of cohesion and of co-ordination in teaching; 3) teaching methods which are purely receptive on the part of the pupils; 4) gaps in the character training and in the civic education of the pupils. The plan which has recently been submitted to the authorities concerns only the two top forms of the secondary school (*gymnase*) for the moment. It provides for the reduction of class periods and of the subjects taught in favour of more concentration of teaching on certain subjects. The compulsory courses will be held in the mornings only, the afternoons being reserved for the pupils' individual study, for the optional subjects and for the pupils' hobbies. (From *Bundner-Schulblatt*, No. 5, 1948.)

371. 918 (494)

Sick Children (B.I.E.)

Opening of a
Hospital School.

The hospital of Aarau has opened an official school to enable children who have to spend a longish time in hospital (owing to fractures or infectious diseases, etc.) to continue their studies. The purpose of the school is two-fold: 1) to avoid any retardation in education; 2) to replace the monotony and boredom of long weeks of convalescence by useful and beneficent activity.

TURKEY

371. 891 (496)

Rural Schools (B.I.E.)

Turkish Rural Schools.

The building of village schools and teachers' houses is to be re-regulated by a new law recently passed by the Turkish Grand National Assembly. In the

past one of the principle causes of peasant discontent was the regulation whereby villagers were compelled to construct their own schools and school houses, and to provide the land for them. About 30,000 villages were without schools, so that the rural community was weighed down by this obligation. It was held to be unjust that the cities should not take some share in the expense. Several villages were quite unable to raise a sufficient sum to meet the necessary outlay. In others, where the villagers had patriotically overcome all the obstacles and had provided a school and house, the Government failed to appoint a teacher. The main peasant grievance was having to part with private land, particularly when compensation was inadequate. By the provisions of the new law the peasants' obligations have been reduced to 20 days' labour a year to be spent by every man on school and school house construction, and in forest areas the supply of wood for building. The State has undertaken to provide 12 million Turkish pounds towards the cost of transport and construction. (*The Times Educational Supplement*, June 19th, 1948.)

UNION OF SOUTH AFRICA

377. 94 (682)

Vocational Guidance (B.I.E.)

**Vocational Guidance
Course for
Teacher-Counselors.**

A successful course for Teacher-Counselors in the High Schools and Junior High Schools of Transvaal, the first of its kind in the country, was organised by the staff of the Vocational Guidance Bureau during the period 30th March to 10th April, 1948. The course consisted mainly of lectures in the mornings and afternoon visits to different localities where certain vocations are practised, such as clothing factories, the S. A. R. workshop, Iscor, a General Post Office and the General Hospital. Some of the lectures were given by the staff of the Bureau and the others by authorities on different subjects. (*Journal of Secondary Education*, T.H.S.T.A., June 1948.)

UNITED STATES

377. 38. — 379. 82 (73)

*Pacifist Education. — The School
and International Relations (B.I.E.)*

Education for Peace.

Over two years ago the National Education Association, which represents educators from all types of schools throughout the United States, appointed its Committee on International Relations to study the development of international understanding in schools. Its report has now been published (see Bulletin No. 87, page 81). The committee stressed

the point that students must be taught the facts regarding modern warfare, which may imperil civilization, and that they should be brought to realize that wars are not inevitable. Children can be educated to love peace and to hate war. It is, therefore, of great importance that the earliest learning of children should inculcate in them a desire for peace. This fundamental desire for peace should be reinforced by a real understanding of other nations and a realization of national interdependence. Students should be taught to think dispassionately about other nations, and to base their evaluations on the best facts obtainable. The report condemned "blind loyalty to the state or blind nationalism" as a "hindrance to peace". It pointed out, however, that there is no inconsistency between intelligent patriotism and internationalism. The Committee believes that every future citizen of the United States should "be taught to understand the United Nations, to support the principles of international organisation embodied in the United Nations Charter, to support the efforts of the United Nations and other international organisations; but they must also be educated to see the weaknesses in such organisations and to work for remedying their defects".

37 N. — 371. 291 (73)

*Conferences. — Rural Schools
(B.I.E.)*

Rural Conferences.

Several conferences bearing on rural education have taken place in various parts of the United States during 1948. Discussions at the Mid South Conference on Rural Life and Education, held at Fort Worth, Texas, in April, centered on problems of the country superintendents and helping people use their resources. The Atlantic Conference on Rural Life and Education, held at Greenville, South Carolina, in May, was organised around the general theme "What is Right for Rural Life and Education". This conference gave opportunity for first-hand study of ways in which rural communities use every available resource in providing educational programs broadly adapted to their needs. "Working together for better rural life" was the topic studied at the New England Conference on Rural Life held at the University of Connecticut, Storrs, Conn., in June. Rocky Mountain State held a regional conference at the University of Wyoming Science Camp, in August, around the central theme of using the resources of the environment for improving community living. "The Educational Leadership of County and Rural Area Superintendents" was the theme of the Third National Conference of County Superintendents and Rural Area Superintendents, held in Milwaukee, Wisconsin, at the end of September and beginning of October. Finally, a Work Conference on "School Bus Transportation" was held at Jackson's Mill, West Virginia, at the beginning of October 1948.

37 L. — 379: 824 (73)

*Libraries. — International Action
in Educational Matters (B.I.E.)***International Book
Exchange.**

A national bureau for the international exchange of books and periodicals between libraries, scientific and educational institutions of the United States and other countries, was opened on 1st September, 1948, in the Library of Congress. The organisation, to be known as the United States Book Exchange, will replace the former American Book Center for War Devastated Libraries. Miss Alice D. Ball, formerly acting director of the Book Center, has been appointed executive director of the new concern.

U.S.S.R.

373 (47)

*Secondary Education (B.I.E.)***Secondary Schools.**

Secondary education in Soviet Russia is free. At the end of the 7th school year, the pupils can either pass on to the 8th grade of the secondary school or to a vocational school. The teaching of foreign languages begins in the 3rd grade in the large towns and in the 5th grade in other districts. Children's literature plays an important part supplementing that of school textbooks. In the teaching of natural science, particular importance is attached to laboratory work. The principal purpose of education is not to accumulate dates and documents, but to form individuals with the humane and civic qualities necessary for community life. A representative elected by the pupils from among their number is directly subordinate to the form master. The head-teacher collaborates with a pupils' committee composed of from five to seven members chosen from the upper forms. Close ties exist between the school and the home. The form master visits the parents of his pupils, and questions relative to educational problems in general are dealt with at the parents' meetings. At these meetings parents' committees are elected to collaborate with the school.

INTERNATIONAL EDUCATIONAL ACTIVITY

37 N. — 371. 44

*International Conferences. —
Children's Communities (B.I.E.)***Conference of
Directors of
Children's Villages.**

Meeting during the second week of July, 1948, at Trogen and Heiden (Switzerland), near the Pestalozzi Children's Village, a Conference convoked by the Reconstruction Section of Unesco, enabled some fifty teachers and experts from various countries to discuss together problems concerning children who were morally and socially affected by the war. In order to

stimulate the work being accomplished in connection with the rehabilitation of these children in community centres, it was decided to establish an International Federation of Children's Communities. The secretariat of the Federation will have its headquarters at the Pestalozzi Village at Trogen and will be maintained by Dr. Elisabeth Rotten and Dr. Marie Meierhoffer.

37 N. — 371. 18

*International Conferences. —
Teachers' Collective Action (B.I.E.)*

**International Gathering
of Teachers.**

A Joint Congress of the International Federation of Secondary Teachers and the International Federation of Teachers' Associations was held at Interlaken at the beginning of August, 1948, when the chief question discussed concerned the transfer and distribution of pupils from primary to secondary education. Several resolutions relative to this transfer and to the methods of assessment to be employed were adopted. In particular we note the following: "In determining the type of education to be followed, consultation between primary and secondary teachers is indispensable. If parents are to take part, consultation with them must be carefully organised to be effective. The collaboration of psychologists is desirable provided that in addition to being educational psychologists they are also qualified teachers. They should be attached to the school in an advisory capacity. It is essential, however, that the final decision should rest with the teachers concerned.

371. 73. — 371. 735. — 373. 59

*Physical Education. —
Recreation. — Rehabilitation (B.I.E.)*

International Congress.

Over 300 delegates from all parts of the world attended the International Congress on Physical Education, Recreation and Rehabilitation, held in London, from 23rd to 26th July, 1948. (See Bulletin No. 86.) The Congress was organised at the request of and under the aegis of the Ministry of Education of England and Wales. One object of the Congress was to give the world some idea of the steps being taken in Great Britain to develop physical education in schools and colleges, physical recreation in after-school life, and physical rehabilitation of servicemen and industrial personnel, and with this aim in view a very full programme of lectures, demonstrations by classes and youth groups, displays and films was arranged on three days—one day for each of the three sections. Another day was set aside for discussions so as to provide opportunity for a world-wide exchange of information and ideas about the whole field of physical education. At these group discussions a wish was expressed for a much wider dissemination by responsible organisations of knowledge of the best

results relating to physical education from all parts of the world. Recommendations were also voted stressing the importance of correlation between the school doctor and the physical education teacher, and for much greater correlation between medicine, recreation and industry.

37 N. — 362. 7

*International Conferences. —
Child Welfare (B.I.E.)*

**International Union
for Child Welfare.**

The General Council of the International Union for Child Welfare, with headquarters in Geneva, met at Stockholm from 10th to 16th August, 1948. This meeting was attended by representatives of 28 countries and guests from several large organisations. Apart from the Union's internal affairs which were discussed in the various sub-committees the debates in the three main committees dealt with the important problems of housing in relation to child welfare, of the protection of children in time of war, and of child refugees. Discussion on the second point was mainly based on the Draft Convention for the Protection of Civilian Persons to be submitted to the International Red Cross Conference, which was also due to meet in Stockholm from 20th to 30th August. This Convention directly or indirectly covers many points concerning children.

37 N. — 376. 6

*International Conferences. —
Early Childhood (B.I.E.)*

**World Congress
on Early Childhood
Education.**

As previously announced (see Bulletin No. 85), this Congress was held in Prague at the end of August, 1948, immediately following one of the International Seminars organised by Unesco. Delegates from the following 18 countries attended: Australia, Belgium, Canada, China, Czechoslovakia, Denmark, France, Gold Coast, Great Britain, Holland, India, Italy, Norway, Poland, Sweden, Union of South Africa, United States of America, Yugoslavia. The Congress adopted a general resolution stressing the urgent necessity of developing and improving early childhood education and recommending the creation of a World Council of Early Childhood Education (known as C.M.E.P.—*Conseil mondial de l'Education préscolaire*). It also discussed several projects which the C.M.E.P. should be asked to undertake. Mrs. Alva Myrdal will continue to be chairman of the Preparatory Committee.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

136.7. — 376.7

CHILD PSYCHOLOGY. — ADOLESCENCE
(B.I.E.)

WALL, W. D. *The Adolescent Child*. London, Methuen, 1948. 7½ × 5 ins. x and 206 p. Index. 8s. 6d. — Based on general and personal research and on very varied practical experience with adolescents, and showing the great importance, educationally and vocationally, of the special characteristics of adolescence, this book will considerably help parents, teachers, club leaders, social and religious workers and welfare supervisors in factories, to deal wisely with adolescent boys and girls. An important feature is that it deals with both the young worker and the secondary school pupil, and urges that the training given should look forward to a tangible future and furnish youth with a real and compelling motive to live for. The author advocates comprehensive information on careers being given as an integral part of the curriculum of adolescents and suggests how real cultural value might be imparted to such a course. He stresses the implications of intellectual and emotional maturity so that "full stature" may be reached.

136.7

CHILD PSYCHOLOGY (B.I.E.)

MOODIE, William. *Child Guidance*. London, Cassell (1947). 7½ × 5 ins. viii and 48 p. Bibliogr. 4s. 6d. — Legislation in Great Britain has laid down that Child Guidance shall be available for every child, but ideas spread slowly and there are still many people, even doctors and teachers, who either know nothing about it or brush it aside as just another new fad. These brief but clear chapters by a leading specialist indicate how to realize the handicaps of children and have them treated in good time during the plastic stage of childhood.

362.7. — 379.91 (41 and 42)

CHILD WELFARE. —
LEGISLATION (B.I.E.)

HOME OFFICE AND SCOTTISH HOME DEPARTMENT. *Summary of the Main Provisions of the Children Bill*. London, His Majesty's Stationery Office, 1948. 9½ × 6 ins. 8 p. 2d. — "The general object of the Children Bill is to provide a comprehensive service for the care of children who have not the benefit of a normal home life." The Bill forms part of the new social legislation applying to England and Wales and, with necessary adaptations, to Scotland, in connection with the National Assistance Bill. (See also p. 112 of this Bulletin.)

37 M

GENERAL STUDIES (B.I.E.)

ASHBY, Eric. *Challenge to Education*. Sydney and London, Angus & Robertson, 1946. 8½ × 5½ ins. viii and 132 p. 3s. 6d. — Having shrewdly observed facts in the education and social life of many lands

where he has both studied and travelled extensively, Prof. Ashby writes a vital and challenging book applying to all fields of life the scientific method (assemble the relevant facts disengaged from rumour, consider their mutual relationship, view them with calm detachment undisturbed by prejudices, record uncoloured by one's hopes or fears what the facts have to say for themselves). He is no fanatic of science, but he believes that men and women possessed of a truly scientific attitude can alone see the limitations and counteract the dangers of the sciences of to-day.

301 (73)

SOCIOLOGY (B.I.E.)

LANDIS, Paul H. *Rural Life in Process*. New York, Toronto, London, McGraw-Hill Book Company, 1948. 2nd. Ed. 9×6 ins. xx and 538 p. Illus. Appendix. Index. 20s. — With the aid of numerous charts, maps, diagrams and photographs, this completely revised edition of a study first published in 1940 provides a very thorough sociological survey of rural society as an integral part of the total design of American life. Chapter 19 of Part III deals with cultural change and Chapter 22 of Part IV with the rural school in a dynamic society. The other chapters only have an indirect bearing on education.

378 (42)

HIGHER EDUCATION (B.I.E.)

LIVINGSTONE, Sir Richard. *Some Thoughts on University Education*. London, Published for the National Book League by the Cambridge University Press, 1948. 7½×5 ins. 30 p. 2s. 6d. — An analysis of the purpose of higher education by the Vice-Chancellor of Oxford University, who considers that the influence of universities on the world is disappointingly limited because "they are too little concerned with ends, with human values, with a philosophy of life". Undergraduate courses should therefore be reconsidered so as to remedy this defect and should include some study of religion, or philosophy or of both.

374. — 378 (42)

ADULT EDUCATION. — HIGHER EDUCATION (B.I.E.)

RAYBOULD, S. G. *University Standards in W. E. A. Work*. London, The Workers' Educational Association, 1948, 8½×5½ ins. 34 p. 1s. — The Workers' Educational Association was established in 1903, to bridge the gap between the universities and working-class people and the working class movement which University Extension had failed to bridge. To qualify for Board of Education grants the standard of work in the tutorial classes had to correspond with that required for university degrees in honours. Mr. Raybould deplors the tendency to lower that very high standard and pleads for its retention on the grounds that students, if they are to be equipped for social and industrial responsibility should leave the W.E.A. classes able to think logically, critically, constructively and flexibly, with the objectivity and intellectual integrity that it is the business of the University to develop.

374 (42)

ADULT EDUCATION (B.I.E.)

CLARKE, Professor Sir Fred. *Re-Interpretation*. An Address concerning the part of the Universities and Voluntary Bodies in the Development of Further Education. London, The National Foundation for Adult Education, 1948. 9¾×5 ins. 16 p. (Foundation Papers Supplement No. 3) 1s. — An address showing the necessity for a re-interpretation and revaluation of our culture, "carried through in the light of

all the changed facts and forces, social, economic, intellectual, international and the rest". The lecturer examines the task thus set before adult education. In this wide and diversified undertaking he maintains that many agencies will have to take part and that the executive energies of official authority must be met by corresponding energies of initiative and zeal issuing from the body of society itself.

374.6. — 778.53

ADULT EDUCATION ACTIVITIES. —
CINEMA (B.I.E.)

CARTER, S. B. *Ourselves and the Cinema*. London, Workers' Educational Association (1948). 7 $\frac{1}{4}$ $\times$ 4 $\frac{1}{4}$ ins. 44 p. (W.E.A. Topics for Discussion No. 17) 6d. — Intended to serve as a basis for discussion groups, this pamphlet outlines certain aspects of the various problems connected with the cinema and its influence, under the headings of: The Filmgoer, The Film Business, The Film as an Art, The Film as an Advocate, Can Films help to make a Better World?, For Further Study.

371.364

FILMS (B.I.E.)

FALCONER, Vera M. *Filmstrips*. A Descriptive Index and Users' Guide. New York, Toronto, London, McGraw Hill Book Co. 1948. 9 $\frac{1}{4}$ $\times$ 6 ins. 572 p. Illus. Distributory Directory. Index. \$5. or 25sh. — A comprehensive guide and reference book, written by a former teacher who is now Consultant in Visual Presentations, New York City, giving users of filmstrips in education and industry all pertinent information about what they are what they are used for, how to project and how to use them. Teachers of all subjects: English, Reading, Fine Arts, Home Economics, Languages, Literature, Street and Road Safety, Nature Study, all the Sciences including Mathematics, Hygiene, First Aid, Geography, History, Economics, Sociology, Sports, Vocational Guidance, Vocational Training, etc., will find it particularly useful, as it describes in detail the releases of 70 producers of filmstrips which can be effectively used in instruction.

371.1 (73)

TEACHING PROFESSION (B.I.E.)

FRAZIER, Benjamin W. *Teaching as a Career*. Washington, D. C., United States Government Printing Office, 1947. 9 $\times$ 6 ins. 44 p. Illus. (Office of Education, Bulletin 1947, No. 11.) 15 cents. — A revision and enlargement of Pamphlet 95, entitled "Teaching as a Profession", first published by the U.S. Office of Education in 1944, presenting the facts about teaching as objectively as possible. It gives information on the general nature of the profession and possibilities of specialization, on supply and demand, working and living conditions, the personal requirements for becoming a teacher and opportunities for preparation.

37 E. — 375.05 (73)

REFERENCE BOOKS. — CURRICULA
(B.I.E.)

HARTLEY, William H. and DUGAN, John E. *Your Heritage of Freedom*. Suggestions for Teachers. (New York, McGraw-Hill Book Company, 1947.) 9 $\times$ 6 ins. 28 p. — Divided into three parts of which the first is entitled "Documents and Memorabilia of Our American Heritage on the Freedom Train". The other two parts, both very short, suggest respectively a social studies unit and an English unit on the America Heritage. Recommended by the U.S. Office of Education and other associations.

37 E. — 379.821 (73)

REFERENCE BOOKS. —
FOREIGN STUDENTS (B.I.E.)

YANG, Ching-Kun. *Meet the U.S.A. Handbook for Foreign Students in the United States.* New York, Institute of International Education, 1945 and 1947. 9×6 ins. 186 p. Illus. — A handbook of an unusual type written originally in Chinese by a Chinese student with much experience of the United States, and slightly revised and translated by him into English so that it may be of equal service to all foreign students intending to study in the U.S.A. Written in a familiar style, it briefly and sometimes critically describes all phases of American life: political, social, cultural and industrial. Statistics of different types of colleges, etc., are included in the appendix.

371. — 378.24 (51)

CHINA. — STUDENT PROBLEMS
(B.I.E.)

KIANG, Wen-Han. *The Chinese Student Movement.* New York, King's Crown Press, 1948. 8¼×5½ ins. xii and 176 p. Bibliogr., \$3. — For various reasons, students in modern China have an influence out of all proportion to their numbers; their role in the revolutionary and evolutionary trends in the history of their country has been enormous. It is impossible to understand the China of to-day without getting acquainted with the student movement. From personal experience Dr. Kiang fully and clearly explains the intricacies of this complicated subject. The introduction deals with the background and the emergence of the Student Movement; the next four chapters with the Chinese Renaissance, the Revolt against Religion, the Nationalist Revolution, and the United Front; and the conclusion with considerations on the relationship of the Student Movement to Chinese Culture and to religion. The author points out that there is at present a seemingly irreconcilable conflict of ideologies between the Kuomintang and the Chinese Communist Party and that this struggle dominates the minds of Chinese youth.

37 A (54)

EDUCATION IN INDIA (B.I.E.)

BASU, Anathnath. *Education in Modern India.* A Brief Review. 2nd. Ed. thoroughly revised and enlarged. Calcutta, Orient Book Co. (1947). 8¼×5½ ins. iv and 184 p. Bibliogr. Index. 4 Rupees. — After a brief but comprehensive and illuminating sketch of the history of education in the vast sub-continent of India, the author describes the Wardha scheme of educational reconstruction (Basic Education) advocated by Gandhi and adopted by an Educational Conference held at Wardha in 1937 (the mother tongue, and not English as the medium of instruction, education built around a productive handicraft correlated with the basic needs of community life). Professor Basu finally outlines the National System of Education adopted by India, the corner-stone of which is a slightly modified form of the Wardha scheme of Basic Education.

37 A (729.4)

EDUCATION IN HAITI (B.I.E.)

COOK, Mercer. *Education in Haiti.* Washington, D.C., Federal Security Agency, Office of Education, 1948. 9×6 ins. 90 p. (Bulletin 1948, No. 1.) 25 cents. — The basic problems underlying education in this small Central American Negro Republic are discussed in the first chapter which is followed by a brief description of the period preceding the Report of the U.S. Commission on Education in Haiti, published

in 1931. All types of schools, together with the University and other special institutions for higher education are critically appraised in the third and main chapter.

37 A. — 374.1 (42)

ENGLAND. — FURTHER EDUCATION (B.I.E.)

SOMERSET EDUCATION COMMITTEE. *Scheme of Further Education*, submitted to the Ministry of Education under the provisions of Section 42 (1) Education Act 1944. Taunton, Somerset Education Committee. March 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 100 p. — A survey of the existing and proposed additional provision for full-time and part-time education, and the social and recreational provision for leisure time both for the under-18s and for adults, bearing in mind probable population trends. Relations with other authorities and bodies are discussed and a programme for the first five years suggested.

373.5 (73)

VOCATIONAL EDUCATION (B.I.E.)

MAYS, Arthur B. *Principles and Practices of Vocational Education*. New York, McGraw-Hill Book Company, 1948. $9\frac{1}{4} \times 6$ ins. vii and 304 p. Index. \$3.50. — A comprehensive text-book which will be interesting to the general reader. After tracing the rise and progress of vocational education in the United States, and its connection with the American faith in the theory of progress and with the evolution of the democratic ideal, the author considers the relation of vocational to cultural education, then treats of agricultural, business, homemaking and industrial education of less than college grade, of vocational guidance, and vocational education, of college grade, the preparation of teachers of the vocations—still largely non-existent—organisation and administration, and the programme of vocational education.

373.10 (42)

ORGANISATION OF SECONDARY EDUCATION (B.I.E.)

MIDDLESEX COUNTY COUNCIL, EDUCATION COMMITTEE. *The Comprehensive Secondary School*. London, Westminster Guildhall. 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 8 p. Illus. — This attractive pamphlet tells parents clearly and graphically what kind of schools their boys and girls will attend when they are eleven. It explains fully why the County has adopted a scheme of large multilateral schools which in Middlesex are called by a better name, that of comprehensive schools.

371.262. — 373 (94)

EXAMINATIONS. — SECONDARY SCHOOLS (B.I.E.)

Accrediting for Public Examinations in Australia. (Melbourne), Australian Council for Educational Research, 1947. $9\frac{1}{2} \times 7\frac{1}{4}$ ins. 44 p. 2s 6d. — For some 30 years the practice known as "accrediting" has been in operation in certain schools in the State of Victoria and it has recently been adopted in whole or in part by New South Wales and Tasmania. The schools adopting the system have the right to work out their courses of study and award to pupils reaching satisfactory standards, certificates of equal prestige to those awarded in the past by the university. A survey of the results of this practice, particularly in Victoria and Tasmania, is given here.

371.236 (41)

PROMOTION (B.I.E.)

McINTOSH, Douglas M. *Promotion From Primary to Secondary Education*. London, University of London Press, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins.

xiv and 152 p. Tables and Figures. (Publications of the Scottish Council for Research in Education, No. XXIX.) 1s. — This is an abstraction and simplification of the book published in 1942, by the Scottish Council on Research in Education, under the title "Selection for Secondary Education" which gave the results of a very full investigation by Professor W. W. McClelland, of St. Andrews University. (See our Bulletin No. 66.) Dr. McIntosh, who was one of Professor McClelland's chief assistants in that investigation, has now—at the invitation of the Research Council—made the important results of the highly technical original report available in non-technical language to the general body of teachers, to whom the final recommendations will be very valuable.

371.21. — 371.213 (73)

PRE-SCHOOL EDUCATION. —
INFANT SCHOOLS (B.I.E.)

Good Education for Young Children. Published by New York State Council for Early Childhood Education for New York State Association for Childhood Education and New York State Association for Nursery Education, Revised Edition 1947. 9×6 ins. 56 p. Illus. \$0.60. — Four contributors, each with considerable experience in educating young children, discuss children's needs and development from babyhood through the nursery and infant school stage to the age of 8 years.

362

SOCIAL SERVICES (B.I.E.)

MESS, Henry A. Voluntary Social Services Since 1918. London, Kegan Paul, Trench, Trubner & Co., 1948. 8¼×5½ ins. x and 256 p. Index. 21s. — This volume, belonging to "The International Library of Sociology and Social Reconstruction" (Editor: Dr. Karl Mannheim), was to have been written by Henry Mess, late Reader in Sociology in the University of London, but only a few chapters were finished when he died in 1943. It has been completed by a team of competent sociologists under the editorship of Gertrude Williams and comprises a series of essays on many aspects of the voluntary social service movement (i.e. on non-statutory social services) in Great Britain since the end of the first world war. These give a vivid picture of an extremely complex movement, tracing its history and achievements, and envisage the future problems now that the statutory social services in Great Britain are rapidly becoming a complete network.

371.732 (94)

SPORTS (B.I.E.)

SHANN, F. The Canberra System of School Athletics. Its Approach, Basis, Organization and Results. Melbourne, Published for the Australian Council for Educational Research by Melbourne University Press, 1947. 8¼×5½ ins. xli and 88 p. Appendices. (Research Series No. 63.) 7s.6d. — Mr. Shann believes that all boys can achieve something, however humble, in athletics, even though not excelling in the specialized skills required for the usual team games played in schools. He therefore worked out a method of grouping (described in Section I) designed to give opportunities for all boys in the school to compete with others of approximately the same stage of physical development, instead of the usual system of grouping according to age. In Section II he discusses the methods of assessing performance, and in Section III shows the system in operation in the two Grammar Schools where it has been tested. A critical discussion of the events included in athletics programmes and of the best time to hold the contests follows in Section IV. Practical suggestions for the administration of the system and for the compiling of records complete the volume as Section V.

371.72 (42)

SCHOOLCHILDREN'S PHYSIQUE (B.I.E.)

ROPER, R. E. *Some Aspects of Physique in Boys and Girls*. London, An investigation carried out on behalf of the Research Board for the Correlation of Medical Science and Physical Education, April 1948. 10×8 ins. 24 p. Illus. 2s. 6d. — The results of a two-year practical investigation, begun in September 1944, into a specific field among 1852 children (892 boys and 960 girls) attending the ordinary schools and day nurseries under the jurisdiction of the Tottenham Education Committee. It attempts to make some factual contribution to further and fuller research into what constitutes the normal, by providing statistics of investigation into the physical measurements of boys and girls of certain age groups.

371.73

PHYSICAL EDUCATION (B.I.E.)

MUNDEN, I. *Suggestions for the Use of Small Apparatus in Physical Education*. London, Ling Physical Education Association, 1947. 10¼×8¼ ins. 54 p. Illus. 4s. 6d. (By Post 4s. 10d.) — The numerous games and activities described and delightfully illustrated here are all practical possibilities with classes where no elaborate and expensive apparatus is available. They have been tried out over a long period of years. The use of small apparatus such as hoops, bean-bags, balls, etc., adds considerably to the enjoyment, interest and activity of the physical education lesson and enables more informal methods to be used without any lessening of the skills required for full bodily development.

371.71. — 371.93 (42)

SCHOOLCHILDREN'S HEALTH AND
HYGIENE. — YOUNG DELINQUENTS (B.I.E.)

GAMLIN, R. *Education and Health*. London, Nisbet (1947). 8¼×5¼ ins. xii and 372 p. Illus. Bibliogr. Index. — Simple, clear, amusing in parts, this book of school hygiene, will be invaluable for teachers and all others desirous of enjoying good health and of living in a healthy community. Dr. Gamlin uses an original method. Before he treats of maladjusted children and juvenile delinquency, he gives a solid basis of scientific information on intelligent thinking, the work of Sigmund Freud, and the workings of the mind; he prefaces his chapters on deafness and colour-blindness by one on the physics of sound and light; those on dietetics, pure milk, etc., by a brief description of British fare throughout the ages; and that on immunization, by the story of pioneers in immunity. Thus he creates an atmosphere of confidence in the methods of modern hygiene.

377.91 (71)

MENTAL HEALTH (B.I.E.)

Some Data on Mental Health Problems in Canadian Schools. Toronto, The National Committee for School Health Research, Report No. 2, 1948. 9×6 ins. 54 p. — Based on the mental hygiene approach to education, this useful pamphlet summarises the results of a mental health survey, made in 1945-46 as part of research into School Health, lists the mental health problems most frequently found in Canadian Elementary (or Primary) and Secondary Schools, and relates in detail the case history of 16 boys and girls referred to Child Guidance Clinics.

371.92 (42)

MENTALLY DEFECTIVES (B.I.E.)

FITZGERALD, E. J. *Observations on the Training of Low Grade Defectives*. London, National Association for Mental Health. 8¼×5¼ ins. 8 p. 6d. — Dr. Fitzgerald, formerly Medical Superintendent of

Bridge Home, Witham, describes the training scheme evolved at this Home with marked success with adult men of very low grade mental development, many of whom are also badly crippled. (Figures for 1946 show that 52% out of a total of 363 patients had a mental age of under 5 years. Epileptics numbered 80; cripples, 15; partial cripples, 37; blind, 12; completely unemployed, 7.)

371.911

BLIND (B.I.E.)

ISAACS, Edward. *The Blind Piano Teacher*. Glasgow, William MacLellan (1948). 8 $\frac{1}{4}$ $\times$ 5 $\frac{1}{2}$ ins. 48 p. 3s. 6d. — This monograph is part of a composite Braille volume entitled "A Handbook for Blind Teachers of Music" published, copyright 1945, by the National Institute for the Blind, London. The views, ideas and criticisms which it contains are based on the author's own experiences which include 20 years as a concert pianist and teacher *with* sight, 5 years of progressive sight deterioration and total blindness since 1930. It is written for the benefit of other blind piano teachers.

371.6 (94)

SCHOOL BUILDINGS (B.I.E.)

School Buildings and Equipment. By the Staff of the Australian Council for Educational Research. Melbourne University Press, 1948. 9 $\times$ 7 ins. 80 p. 126 illus. 10s. — This is not a technical manual. It is rather a study in contrasts: what is and what might be. By attractively presenting a large number of well selected photographs (not all from Australia) and sketches, accompanied by pertinent captions and short statements, the staff of the A.C.E.R. have sought "to show that modern educational procedures cannot be satisfactorily carried out unless full attention is given to the planning of school buildings and the provision of adequate equipment".

371.6 (42)

SCHOOL BUILDINGS (B.I.E.)

New Schools. The book of the Exhibition by the Royal Institute of British Architects. (London, R.I.B.A.) 9 $\frac{3}{4}$ $\times$ 7 $\frac{1}{4}$ ins. 56 p. illus. — A team of twelve architects, each of whom has contributed a specialized section, have compiled this booklet as an amplification and summary of the exhibition entitled "New Schools". Among the many photographs and plans included are four of Britain's first two post-war schools of a permanent character to be completed. The plan of construction followed enabled the schools to be built in a relatively short time. (Other illustrations of these schools can be seen in the permanent Exhibition of Public Education in Geneva, organised by the International Bureau of Education.)

371.6 (42)

SCHOOL BUILDINGS (B.I.E.)

School Planning and Construction. Report of a Lecture Conference at the Royal Institute of British Architects 23 and 24 October 1947. (London, Reprinted from "The Journal of the Royal Institute of British Architects" November, December 1947 and January 1948.) 11 $\times$ 8 $\frac{1}{2}$ ins. 42 p. illus. — The lectures and discussions reported here by leading architects include those on the Secondary School, the Nursery, Infant and Junior School, Standards and Quality of Lighting in Schools, Heating and Ventilation, School Acoustics, and the Use of Materials. The volume also contains some of the Designs from the Schools Exhibition.

375 (42). — 377.382

TEXTBOOKS. — REVISION OF
TEXTBOOKS (B.I.E.)

A Study of National History Textbooks Used in the Schools of Canada and the United States. (Washington). The American Council on Education, 1947. 9 × 6 ins. 82 p. — The second publication of the Canada-United States Committee on Education composed of distinguished Canadian and American educators, set up in 1944 on the initiative of the American Council on Education, and sponsored in Canada by the Canadian Education Association, the Canadian Teachers' Federation and the National Conference of Canadian Universities. Its purpose is "to strengthen the foundations of knowledge and understanding necessary to ensure the endurance of friendship and goodwill between Canada and the United States". For the present study the national history textbooks used in the schools of the two countries were examined at international workshops for teachers, conducted by Harvard University and by the Ontario College of Education of the University of Toronto (this group containing both French-speaking and English-speaking Canadians). The reports of the two groups were then reviewed by other members of the Committee and by historians and rewritten; then again reviewed and edited by several committee-members. The recommendations of both national groups for improvements in the presentation of facts might well be studied in other countries also.

377.35 (8)

EDUCATION FOR CITIZENSHIP (B.I.E.)

COLONIAL OFFICE. ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES. Education for Citizenship in Africa. London, His Majesty's Stationery Office, 1948. 9 1/2 × 6 ins. 40 p. Biblogr. 9d. — The Advisory Committee set up, in 1946, a Sub-Committee on Education for Citizenship, which included many distinguished experts, and this Sub-Committee decided to prepare a report which should frankly apply principally to Africa. It realised that all true education is education for citizenship. Nevertheless, as it was asked to discuss the specific problem of using the educational process (whether in school or outside) as a means of promoting good citizenship—a crucial problem in Colonial development to-day—the above title was finally adopted. It is a first-rate document, which will be read with interest elsewhere than in the British Empire.

375.132

ENGLISH (B.I.E.)

OLIPHANT, Lancelot. English in Action. (London) Sidgwick and Jackson (1946). 7 1/2 × 5 ins. 172 p. 8s. 6d. — An amusing book in the form of discussions between five lively young people and a group leader, on the correct writing and the appreciation of English, followed by 10 test papers. Useful in self-education or for study groups.

375.132

ENGLISH (B.I.E.)

MOON, A. R. and McKAY, G. H. Social English. London, Longmans, (1948 Revised edition). 8 × 5 1/2 ins. 156 p. Illus. — This is not a textbook on grammar. It aims to promote clear expression in both oral and written English through a series of social studies dealing with everyday occurrences or situations likely to arrive in school or at home, such as mailing letters, sending telegrams, argument on sport or on newspapers, annual holidays.

375.134

FRENCH (B.I.E.)

MALLINSON, Vernon. *Creative French*, Book One. Illustrated by Yvonne Poulton. London, Heinemann. (1948) xiv and 204 p. $7\frac{1}{4} \times 5$ ins. 4s. 6d. — “Creative French” will be complete in three volumes, each aiming to lead the pupil through his or her own immediate interest “creatively” to handle the French language and to enjoy the thrill of steady progression towards a definite goal. The treatment is lively, modern and unconventional, but there is plenty of sound grammar as well as vocabulary. The exercises are as numerous and varied as they are intriguing. The drawings, photographs, songs, rhymes and poems create an intensely French atmosphere.

375.25

BIOLOGY (B.I.E.)

HASKINS, Caryl P. *Of Ants and Men*. London, Allen and Unwin. (1947). $8\frac{3}{4} \times 5\frac{1}{4}$ ins. viii and 224 p. Illus. Index. 10s. 6d. — Dr. Caryl, who holds the post of Research Professor at Union College and Research Associate of Harvard University, among others, has studied the social life of that ubiquitous and fascinating insect—the ant—all over the world. In this book, illustrated by life-like photographs, he relates many curious facts and gives a popular history of the evolution of the ant, as he sees it, drawing an ingenious parallel between the evolution of the ant and that of mankind.

375.2 (42)

NATURAL SCIENCE (B.I.E.)

HUTCHINSON, Margaret M. *Children as Naturalists*. London, Allen & Unwin (1947). $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 184 p. Illus. Index. 7s. 6d. — Believing that the work of the nature class at school should be to encourage the children to follow a fascinating pursuit individually, Miss Hutchinson sets out in Part I of this study to outline suitable activities for juniors involving exploration, discovery and intimate contact with living creatures. She has divided these activities for convenience into different age-groups. In Part II she describes certain aspects of Nature more fully in the form of “Quests”, for mammals, birds, insects, trees, etc., and from the ecological approach. The excellent photographs taken by the author in her own school, which is admittedly exceptionally well placed for extensive nature study work of a very high standard, show how enthralled children can become in such study when directed along the right channels. Even in town schools, a great deal can be done on the lines indicated.

375.2 (42)

NATURAL SCIENCE (B.I.E.)

Science in Post-Primary Education with reference to the Scientific Education in Schools of pupils of 11-18, and its relation to their subsequent training in Universities and Colleges. 3 vols. *Interim Report* of a Sub-Committee of the Association of Women Science Teachers. (1944, reprinted 1947.) vi and 22 p. 1s. 3d. — *Second Part* (1946, reprinted 1948). vi and 58 p. 2s. — *Third Part* (1947). vi and 42 p. 2s. London, John Murray. Each $8\frac{1}{2} \times 5\frac{1}{2}$ ins. — A useful guide for all engaged in science teaching, based on very varied experience with adolescents in all types of schools. The Interim Report discusses the contents of the courses and the ideals which it is thought should permeate their teaching, while the 2nd and 3rd Parts respectively consider in more detail suitable curricula and equipment for Sixth Form work in Grammar Schools (with the three groups, arts specialists, science specialists, and those taking the more general course) and in the Second-

ary Modern Schools. Part II also discusses part-time education in science, the training of teachers for the scientific subjects and certain administrative problems.

55. — 375.24

GEOLOGY. — TEACHING OF GEOLOGY
(B.I.E.)

SHRICK, Robert R. *Sequence in Layered Rocks*. A Study of Features and Structures Useful for Determining Top and Bottom or Order of Succession in Bedded and Tabular Rock Bodies. New York, Toronto, London, McGraw-Hill Book Company, 1948. 1st Ed. 9×6 ins. 508 p. Illus. Bibliogr. References. Index. \$7.60. — Generously illustrated with 500 line drawings and more than 150 photographs, most of them original, and extensively documented, this study has been expressly designed with examples from all parts of the world for advanced geology students. The descriptions are concise and lucid. After the introductory chapters, the author deals with gross relationships, and then passes to a detailed and full description of features of three different types of rocks: 1) sedimentary (i) lithological, textural, mineralogical sequences; (ii) features on upper- and undersurfaces of sedimentary beds; (iii) internal features 2) igneous and 3) metamorphosed.

375.41

GEOGRAPHY (B.I.E.)

GRAY, G. D. B. *Soviet Land. The Country, its People and their Work*. London, Black, 1947. 8¼×5¼ ins. viii and 324 p. With 85 photographs and 141 maps, diagrams and drawings. Appendix. Index. 12s. 6d. — Under the three sectional headings of "The Country", "The Peoples and their History", and "Work", the author has set out to give a comprehensive and objective account of the geography of the U.S.S.R. and some of its implications, against a historical background, treating the country as a world unit and not as two separate parts of two continents. In his full and lucid presentation of factual information, he has made extensive use of visual aids, many of the photographs used having been obtained specially for this study. The rapid and remarkable development of latent potentialities that has taken place during the last two decades is particularly noticeable in the section on work.

375.41. — 371.862

GEOGRAPHY. — CHILDREN'S BOOKS
(B.I.E.)

NOYLE, George. *Glimpses of Family Life. The U.S.A.* London, Macmillan (1946). 7¼×5¼ ins. 64 p. Illus. — One of a series of little books whose primary aim "is to give young readers a lively companionable introduction to their counterparts overseas". It is so planned that a sequence of incidents in the ordinary life of a typical American family follow introductory pictures and passages depicting certain geographical conditions and aspects of life in different parts of the United States.

375.825

INTERNATIONAL RELATIONS (B.I.E.)

SAIYIDAIN, K. G. *Education for International Understanding*. Bombay, Hind Kitabs Ltd., 1948. 7¼×4¾ ins. 208 p. 5 Rs. — Professor Saiyidain, an outstanding Indian educationist, who is Educational Adviser to the Bombay Government and well known in Europe, has collected in this volume the addresses he gave at the N.E.F. International Conference in Australia (1946) and at the Unesco Conferences in London and Paris, bearing on the important and pressing problem of education for peace. He introduces the reader to Eastern points of view, and makes a very valuable contribution to the subject. Of parti-

cular interest are the chapters dealing with the Educational Ideology of Islam, the Teaching of History, Education in India, and on the late Sir Mohammad Iqbal—the great contemporary Urdu and Persian poet of India, so little known in the West—also the author's impressions and the postscript on "Mahatma Gandhi, world citizen and world teacher".

375.825

INTERNATIONAL TEACHING (B.I.E.)

You and Unesco. Paris, Unesco, 1948. 9 $\frac{1}{4}$ × 6 ins. 42 p. Illus. (Unesco Publication, No. 200.) — The different chapters of this beautifully illustrated publication (What is Unesco, Rebuilding after the War, Learning to live and work together, Making new discoveries, Exchanging Ideas, How Unesco works, What can you do now?) are well suited to their purpose, which is to awaken interest in young people of secondary school age.

375.825

INTERNATIONAL TEACHING (B.I.E.)

KENWORTHY, Leonard. Let's Visit Unesco House. Paris, Unesco, 1948. 9 $\frac{1}{2}$ × 7 $\frac{1}{2}$ ins. 36 p. Illus. (Unesco Publication No. 181.) — With its interesting information and intriguing illustrations, this booklet cannot fail to please children of 8 to 12 or 13 years of age who will learn from it all about the United Nations Educational, Scientific and Cultural Organisation.

(6). — 28

AFRICA. — CHRISTIANITY (B.I.E.)

BARBER, D. H. Africans in Khaki. With a Foreword by General Sir Bernard Paget. London, Edinburgh House Press, 1948. 7 $\frac{1}{4}$ × 4 $\frac{3}{4}$ ins. 120 p. Illus. 3s. 6d. — "Some side-lights on the work done by East Africans and others in the Middle East in World War II, with particular regard to the reactions of the Christians among them", described by a British officer and providing useful material for a better understanding between different races.

136.7. — 371.303

CHILD PSYCHOLOGY. —
PLAY ACTIVITIES (B.I.E.)

CHATEAU, Jean. Le jeu de l'enfant. (Introduction à la pédagogie). Paris, Vrin, 1946. 9 × 5 $\frac{3}{4}$ ins. 452 p. Illus. Index. (Etudes de Psychologie et de Philosophie.) — A sequel to the work "*Le réel et l'imaginaire dans le jeu de l'enfant*" (see Bulletin No. 79), based on a thorough knowledge of the psychological studies published in France and elsewhere. An important place is given to the discussion of the ideas propounded by Spencer, Gross, Stanley Hall and particularly by Piaget. The author upholds the thesis that, although each game exercises a function, the exercise of the function proceeds from a conscious desire which pursues another end, the exercise properly speaking being no more than an accident in the game.

15. — 131

PSYCHOLOGY. — PSYCHOANALYSIS (B.I.E.)

ODIER, Charles. L'angoisse et la pensée magique. Essai d'analyse psychogénétique appliquée à la phobie et à la névrose d'abandon. Neuchâtel et Paris, Delachaux & Niestlé, 1947. 8 $\frac{1}{2}$ × 6 ins. 242 p. (Actualités pédagogiques et psychologiques.) Fr. 8.75. — First part of a work devoted to the study of the psychological evolution of the human being from childhood to adulthood, in which the author proposes to

consider the anomalies of the evolution in the light of the laws governing the normal course. He aims to interpret the Freudian psycho-analytical data by means of Piaget's genetic psychological findings.

136.7

CHILD PSYCHOLOGY (B.I.E.)

DRISCOLL, Gertrude. *Comment étudier le comportement des enfants*. Traduit en français par Antoinette Gommès. Paris, les Editions du Scarabée. 7 1/4 x 5 1/4 ins. 102 p. — A simple and concrete textbook for teachers to guide them in their daily dealings with their pupils. It deals with practical psychology, as understood in America, based on the observation of children and on the experiences of a teacher who appreciates children as individuals.

370

THEORY OF EDUCATION (B.I.E.)

PLANCHARD, Emile. *La pédagogie scolaire contemporaine*. Tournai, Casterman, 1948. 9 1/4 x 6 1/4 ins. 378 p. Fr. belges 128. — The author believes that only a very few French-speaking educationists are as yet convinced of the value of scientific pedagogy. His latest book is in reality an encyclopedia of contemporary education, supplemented by an abundant classified bibliography. He deals with present-day problems concerning schools, scientific education, and practical problems raised by new methods of education.

370.3. — 373.2

PHILOSOPHY OF EDUCATION. — PROBLEMS OF GENERAL CULTURE (B.I.E.)

ROBERT, Fernand. *L'humanisme. Essai de définition*. Paris, Société d'Édition Les Belles Lettres, 1946. 8 x 5 1/4 ins. 162 p. (Association Guillaume Budé.) — The word "Humanism" is used with many different connotations and often very loosely, both in French and English. The author begins by defining true humanism in all its manifestations, for "there is such a thing as human nature; it is universal and permanent". From his definition he gathers strong arguments in favour of founding education upon the classics, which have permanent value and develop such qualities as an open mind, intellectual courage, honesty, integrity of thought, love of freedom, tolerance. Fashions and passing fads are the enemies of true education: "there is no worse manner of preparing the mind of youth for future innovations than to form it solely according to present day novelties."

370.3. — 372

PRINCIPLES OF EDUCATION. — PRIMARY EDUCATION (B.I.E.)

MIGNOT, Henri. *Pour une éducation réaliste. Etudes critiques et pratiques*. Chambéry, E.D.S.C.O., 1948. 8 x 5 1/4 ins. 210 p. — The author has some interesting suggestions to make with regard to several controversial questions such as the teaching of history in primary schools, which he would prefer to see postponed until the age of adolescence, the problem of culture and of vocational training in the primary school, with the balance weighted in favour of the former, the choice of a career, rural vocations, language. The last chapter concerns open-air teaching and educational films.

37 I

MISCELLANEOUS (B.I.E.)

L'éducateur. Textes choisis et présentés par Louis Barjon. Le Puy, Mappus (1946). 9 x 6 1/2 ins. 362 p. Illus. Bibliogr. (Collection "*Nos beaux métiers par les textes*".) — Anthology of well-chosen texts taken from great

writings — ancient, modern and contemporary—from Homer down to Bergson, Duhamel and Kipling. Well printed, tastefully illustrated, this book deals with all the general aspects of education, under such headings as : education throughout the ages, the child, wrong methods of education, cultivating the mind, what pupils think of their masters, etc.

379.96 (494)

STATISTICS (B.I.E.)

EIDGENÖSSISCHES STATISTISCHES AMT. BUREAU FÉDÉRAL DE STATISTIQUE. *Statistisches Jahrbuch der Schweiz 1946. Annuaire statistique de la Suisse 1946.* Basel, Birkhäuser, 1947. 55^e année. 9¾×6¾ ins. 624 p. — The tables dealing with education concern primary, junior secondary, continuation and senior secondary schools, vocational instruction institutions, matriculation certificates, universities, and the Federal Polytechnicum.

378. — 378.96 (494)

HIGHER EDUCATION. — STATISTICS (B.I.E.)

Die Studierenden an Schweizerischen Hochschulen. *Erhebung 1946.* — *Les étudiants en Suisse. Enquête de 1946.* Bern, Eidgenössisches Statistisches Amt, 1947. 9¾×6¾ ins. 176 p. (Beiträge zur Schweizerischen Statistik. Heft 17.) — To facilitate comparison, the same order has been kept for the statistical tables of this latest survey as that used in the volume "*Statistique des Etudes supérieures en Suisse*" published in 1936. Explanatory notes in German and French add to the value of the publication.

136.7. — 377.2

CHILD PSYCHOLOGY. — MORAL EDUCATION (B.I.E.)

PFLIEGLER, Michael. *Der rechte Augenblick.* Erwägungen über die entscheidenden Zeiten im Bildungsvorgang. 5. unveränderte Auflage. Wien, Herder, 1948. 7½×4¼ ins. 103 p. S. 11 ; Swiss Fr. 4.60. — Long years of teaching experience and a thorough study of modern psychology and education, have convinced Mr. Pfliegler that the three critical periods of childhood, adolescence and early adulthood play an important part in the psychic and intellectual development of the human being. The task of teachers and parents is to know how to utilise to the best advantage each stage in the child's development, especially with regard to moral and religious education.

371.12. — 37 B (494)

TRAINING OF TEACHERS. — HISTORY OF EDUCATION (B.I.E.)

FREY, Arthur. *Das Aargauische Lehrerseminar.* Zur Erinnerung an seine Gründung vor hundert und zwanzig Jahren und seine Verlegung nach Wettingen vor hundert Jahren. Aarau, Kantonaler Lehrmittelverlag, 1947. 9¼×6½ ins. 240 p. — A commemoration volume describing the history of education in the canton of Aargau for the past hundred years, with special reference to the various stages in the training of teachers.

371.293

OPEN-AIR SCHOOLS (B.I.E.)

Überwindung gesundheitlicher Jugendnot durch die Freiluftschule. Denkschrift des Freiluftschulvereins für den Regierungsbezirk Detmold. Detmold (E.V.), Freiluftschulverein, 1948. 11¾×8¼ ins. 64 p. Illus. Bibliogr. — This booklet published by the Association of Open-air

Schools comes at an opportune moment. It contains interesting suggestions for improving the health of schoolchildren by the building of open-air schools for delicate children and the transformation of existing schools according to the principles governing open-air schooling.

375.0. — 37 B (45)

CURRICULA. — HISTORY
OF EDUCATION (B.I.E.)

PREDOME, Edoardo. *I problemi della didattica nella storia della scuola italiana*. Torino, Paravia, 1947. $8 \times 5\frac{1}{2}$ ins. 112 p. Lire 200. — A history of the general primary school curricula prescribed by the Italian Government from the unification of the country in 1888 until 1945. It shows that teaching has evolved in accordance with scientific progress. In the first three parts, the author examines changes in curricula, in chronological order, thus leading to a discussion in Part IV of the most recent aspect of education implying modern methods and modern teaching aids.

37 C. — 37 B. — 371.30

BIBLIOGRAPHIES. — HISTORY OF
EDUCATION. — DIDACTIC PRINCIPLES
(B.I.E.)

MORANDO, Dante. *La pedagogia de Antonio Rosmini*. Brescia, "La Scuola", 1948. $9 \times 6\frac{3}{4}$ ins. 544 p. (Contributi del "Paedagogium".) Lire 1200. — A vast study on Rosmini, philosopher and Christian educator who, through his writings, exercised a great influence on the revival of philosophy, and also, by the founding of his Charity Institute, on the development of educational institutions in the XIXth century. In his analysis of the child's mind and in his methods, Rosmini was undoubtedly a precursor. He strove always to maintain unity between religion and science, religion and patriotism, and between science and virtue.

372. — 371.30 (45)

PRIMARY EDUCATION. — DIDACTIC
PRINCIPLES (B.I.E.)

GUARNERO, Luisa. *La didattica nell'insegnamento elementare secondo i principi della moderna psicologia*. Torino, Paravia, 1948. $8 \times 5\frac{1}{2}$ ins. 88 p. Lire 200. — An experienced teacher, addressing newly appointed teachers in primary schools, insists that all teaching should be based on child psychology. She believes in the coordination of all the subjects taught and has some pertinent remarks to make about discipline.

379.94 (82)

OFFICIAL REPORTS (B.I.E.)

CONSEJO NACIONAL DE EDUCACIÓN. *Educación común en la capital, provincias y territorios nacionales*. Año 1946. Buenos Aires, Talleres gráficos del Consejo N. de Educación, 1948. $10\frac{1}{2} \times 7$ ins. 444 p. — A very complete report concerning primary education, adult education, religious education, hygiene, school buildings and administration in the Argentine Republic, accompanied by numerous statistics.

371.43

ACTIVITY SCHOOLS (B.I.E.)

FERRIÈRE, Ad. *La escuela sobre medida, a la medida del maestro*. Prólogo de la profesora Clotilde Guillén de Rezzano. Buenos Aires, Kapelusz, 1947. $8 \times 5\frac{1}{2}$ ins. 144 p. (Biblioteca de Cultura pedagógica.) — To inaugurate its new collection, the Kapelusz publishing firm has chosen one of the best classics on the activity school, an adaptation in Spanish of Adolphe Ferrière's work: "*Ecole sur mesure à la mesure du maître*", containing many practical examples of use today.

379.94 (728.4)

OFFICIAL REPORTS (B.I.E.)

CASTRO, Ranulfo. *Memoria de las labores desarrolladas por el poder ejecutivo en los ramos de Cultura y Asistencia social durante el año 1946*. San Salvador, Imprenta nacional. 10×7 ins. 270 p. Illus. — A detailed picture of the educational system and of social activities in Salvador, accompanied by numerous statistical tables.

371.263

SCHOLASTIC TESTS (B.I.E.)

DARDON, Hugo Cerezo. *Guía ejemplificada para medir el rendimiento escolar*. Guatemala, Ediciones del Ministerio de Educación pública, 1947. 8×5½ ins. 210 p. Illus. — The author proposes to replace school examinations by "objective tests" which will make it possible to establish more precise statistics of the pupils' knowledge according to age and to locality (making a difference between town and country schools). The greater part of the book contains examples of tests on the mother tongue, English, geography, history and natural science.

379.96 (81)

STATISTICS (B.I.E.)

MINISTÉRIO DA EDUCAÇÃO E SAÚDE. Serviço de Estatística da Educação e Saúde. *Síntese da estatística do ensino por municípios*. Ano 1941. Rio de Janeiro, Serviço gráfico do Instituto brasileiro de Geografia e Estatística, 1945. 9×6¼ ins. 536 p. — Very detailed statistics illustrating, district by district, the educational development in Brazil during the year 1941, and giving general recapitulatory tables for all types of schools and tables dealing particularly with primary and with elementary basic education.

378 (81)

HIGHER EDUCATION (B.I.E.)

AMERICANO, Jorge. *A Universidade de São Paulo*. Dados, problemas e planos. São Paulo, Empresa gráfica da "Revista dos Tribunais", 1947. 9¼×6½ ins. 302 p. Plans. — This volume contains all the legislative and administrative information concerning the organisation of the University of São Paulo, one of the most important centres for higher education in Brazil, founded in 1934. It also discusses certain problems dealing with university life and makes proposals for the development of the university city and the improvement of living conditions for students.

136.7. — 371.025

CHILD PSYCHOLOGY. —
PARENT EDUCATION (B.I.E.)

HEYSTER, Sis. *Levende opvoedkunde*. Ten dienste van kleine en grotere kinderen. Deel 1. Leiden, Nederl. Uitgeversmaatschappij N.V., 9×6 ins. 282 p. Illus. — Having already written a book on the characteristic features of child psychology (see Bulletin No. 84), the author now gives concrete examples of the children whose everyday life she has observed. This enables her to offer advice to parents and teachers on the upbringing of their children. Excellent photographs of small and big children absorbingly engaged in various activities adds to the value of the book.

136.7. — 376.5

CHILD PSYCHOLOGY. —
EARLY CHILDHOOD (B.I.E.)

SZUMAN, Stefan. *Psychologia wychowawcza wieku przedszkolnego*. Warszawa, "Nasza Księgarnia", 1946. 9×6¼ ins. 190 p. — A textbook on educational psychology concerning children of pre-school age,

for the use of mothers, students and teachers in children's homes and infants schools. It gives a systematic and lively description of the psychic development of children from birth to about the age of 7 years, based on classic literature on the subject and also on the author's own experience and research work.

371.30

DIDACTIC PRINCIPLES (B.I.E.)

SOŚNICKI, Kazimierz. *Dydaktyka ogólna*. Toruń, Księgarnia Naukowa T. Szczepny i S-ka, 1948. 8 1/2 x 6 ins. 366 p. — General didactics of a descriptive and comparative nature, constituting a systematic review of the fundamental problems of teaching technique and their solution according to different systems and methods.

375.42

HISTORY (B.I.E.)

NOWACZYK, Stanisław. *Jak ucze historii w szkole powszechnej*. Sprawozdania, uwagi i materiały. Warszawa, "Nasza Księgarnia", 1947. 8 x 6 1/4 ins. 144 p. — An objective report by an experienced teacher on his method of teaching history in primary schools.

OTHER PUBLICATIONS RECEIVED

37 A. — 371.263 (42)

EDUCATION IN WALES. —
SCHOLASTIC TESTS (B.I.E.)

WELSH DEPARTMENT, Board of Education. *Education in Wales. Entrance Tests for Admission to Secondary Schools*. London, His Majesty's Stationery Office (1930). 7 3/4 x 4 3/4 ins. 36 p. (Memorandum No. 2. *Suggestions for the Consideration of Local Education Authorities and Teachers.*) 9d.

37 A. — 379.94 (714)

CANADA. — OFFICIAL REPORTS (B.I.E.)

PROVINCE OF NEW BRUNSWICK. *Annual Report of the Department of Education of the Province of New Brunswick for the School Year ended June 30th, 1947*. Fredericton, New Brunswick, 1948. 10 x 6 3/4 ins. 218 p.

379.96 (687)

STATISTICS (B.I.E.)

DEPARTMENT OF PUBLIC EDUCATION — CAPE OF GOOD HOPE. *Educational Statistics 1946*. DEPARTEMENT VAN OPENBARE ONDERWYS — DIE KAAP DIE GOEIE HOOP. *Onderwysstatistiek 1946*. Cape Town, Rempress (Pty) Ltd., 1947. 9 1/2 x 6 ins. 256 p.

378 (684)

HIGHER EDUCATION (B.I.E.)

NATAL UNIVERSITY COLLEGE (University of South Africa). *Calendar 1948*. Pietermaritzburg, City Printing Works (Pty) Ltd., 8 x 5 1/2 ins. 310 p. Illus.

379.94 (73)

OFFICIAL REPORTS (B.I.E.)

Annual Report of the Federal Security Agency—Section Two—U.S. Office of Education for the Fiscal Year 1947. (Washington, D.C., United States Government Printing Office, 1948.) 9 x 6 ins. viii and 80 p. 20 cents.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Fourteenth Meeting of the Council

This meeting was held on Saturday, 3rd July 1948, at the International Bureau of Education, under the chairmanship of Mr. Marcel Abraham.

ELECTION OF THE COUNCIL'S EXECUTIVE OFFICERS

Mr. Abraham, delegate of France, was re-elected president of the Council. Messrs. J. Kuypers (Belgium), Barbag (Poland) and Ferreira de Almeida (Portugal) were elected Vice-Presidents.

The following resolutions were adopted.

C. 127. — RELATIONS WITH UNESCO

The Council

Notes with satisfaction

The development of the collaboration between the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education;

The joint convening by the two Organisations of the XIth International Conference on Public Education;

The contribution of the International Bureau of Education, through its inquiries, to the realisation of certain concrete points in the programme of Unesco;

The resolution passed by the Unesco-I.B.E. Joint Commission, at its meeting on 26th June 1948, recommending the renewal of the agreement regulating the relations between Unesco and the International Bureau of Education.

C. 128. — MODIFICATION OF ARTICLES 6, 7, 8 AND 9 OF THE JURIDICAL STATUS IN SWITZERLAND OF THE INTERNATIONAL BUREAU OF EDUCATION ADOPTED BY THE FEDERAL COUNCIL ON 20th SEPTEMBER, 1946.

The Council

Accepts the modifications to Articles 6, 7, 8 and 9 of the Juridical Status in Switzerland of the International Bureau of Education proposed by the Federal Political Department in its letter of 29th May 1948.

C. 129. — PERMANENT EXHIBITION OF PUBLIC EDUCATION

The Council

Expresses its gratitude

To the Ministry of Education of Italy for having organised an Italian section in the Permanent Exhibition of Public Education;

To the Ministry of National Education of France for having installed an exhibition on Marc-Antoine Jullien and on the teaching of hand-writing as part of the French section;

To the Conference of the Chiefs of the Education Departments in Switzerland for having arranged a stand on school broadcasting;

To the Ministry of Education of Hungary for the improvements carried out in the Hungarian section;

To the Education Section of Unesco for having added to the Exhibition pictures and charts on teaching relative to the United Nations and the Specialized Agencies;

To the Secretariat of the International Bureau of Education for having organised a stand on the teaching of handwriting in many different countries during the XIth International Conference on Public Education.

C. 130. — STATE OF CURRENT INQUIRIES

The Council

Takes note of the communication from the Director of the International Bureau of Education concerning the progress made in the inquiries on the teaching of reading, on the introduction of natural science in the primary schools, and on the training of primary school teachers.

C. 131. — COLLECTION OF PUBLICATIONS OF THE INTERNATIONAL BUREAU OF EDUCATION

The Council

Notes that the following volumes have been published: *Annuaire international de l'Education et de l'Enseignement 1947*; *The Teaching of Handwriting*; *School Psychologists*.

Is gratified that, thanks to the contribution from Unesco, it has been possible to publish the two last-mentioned volumes in English as well as in French.

RESEARCH DIVISION

Inquiry on the Teaching of Reading. — Twenty countries have already replied to the questionnaire of this inquiry.

Inquiry on the Introduction of Natural Science in the Primary Schools. — The replies to this inquiry continue to arrive and are being gradually analysed.

Inquiry on the Training of Primary School Teachers. — The report of this inquiry, which was originally published in 1935, is being brought up to date. The replies furnished by the different countries at the time of the publication have been submitted to the Ministries of Education for the necessary modifications.

Inquiry on the Organisation of Education. — The volume entitled "*L'Organisation de l'Instruction publique dans 53 pays*" is also being revised with a view to publishing a new edition. The Ministries of Education have been requested to introduce the necessary modifications to the diagrams and to the text relative to their countries.

INFORMATION DIVISION

Documentation and Information

Letters. — Letters received: April, 332; May, 304; June, 369; total, 1005. Letters despatched: April, 459; May, 450; June, 667; total, 1576.

Books received for the various collections of the library during the second quarter of 1948: 682.

Publications of the Bureau

Recently published:

XIth International Conference on Public Education convened by Unesco and the I.B.E. Proceedings and Recommendations. 118 p. Fr. 5.

Permanent Exhibition of Public Education

During the first half of 1948, as many as 2260 persons visited the Exhibition. An Italian section has been added to the other national sections, and various improvements have been made to the Hungarian section. The Ministry of National Education of France has installed an exhibition on Marc-Antoine Jullien and on the teaching of handwriting in France in the French section. One of the stands in the Swiss section has been devoted to school broadcasting. Finally the Secretariat of the Bureau has organised a stand on the teaching of handwriting, utilising the vast documentation supplied by the many different countries who replied to its inquiry.

INTERNATIONAL BUREAU OF EDUCATION
GENEVA

BIBLIOGRAPHICAL SERVICE

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

136.7. — 376.7

CHILD PSYCHOLOGY. — ADOLESCENCE
(B.I.E.)

WALL, W. D. *The Adolescent Child*. London, Methuen, 1948. 7½ × 5 ins. x and 206 p. Index. 8s. 6d. — Based on general and personal research and on very varied practical experience with adolescents, and showing the great importance, educationally and vocationally, of the special characteristics of adolescence, this book will considerably help parents, teachers, club leaders, social and religious workers and welfare supervisors in factories, to deal wisely with adolescent boys and girls. An important feature is that it deals with both the young worker and the secondary school pupil, and urges that the training given should look forward to a tangible future and furnish youth with a real and compelling motive to live for. The author advocates comprehensive information on careers being given as an integral part of the curriculum of adolescents and suggests how real cultural value might be imparted to such a course. He stresses the implications of intellectual and emotional maturity so that "full stature" may be reached.

136.7

CHILD PSYCHOLOGY (B.I.E.)

MOODIE, William. *Child Guidance*. London, Cassell (1947). 7½ × 5 ins. viii and 48 p. Bibliogr. 4s. 6d. — Legislation in Great Britain has laid down that Child Guidance shall be available for every child, but ideas spread slowly and there are still many people, even doctors and teachers, who either know nothing about it or brush it aside as just another new fad. These brief but clear chapters by a leading specialist indicate how to realize the handicaps of children and have them treated in good time during the plastic stage of childhood.

362.7. — 379.91 (41 and 42)

CHILD WELFARE. —
LEGISLATION (B.I.E.)

HOME OFFICE AND SCOTTISH HOME DEPARTMENT.
Summary of the Main Provisions of the Children Bill. London, His Majesty's Stationery Office, 1948. 9½ × 6 ins. 8 p. 2d. — "The general object of the Children Bill is to provide a comprehensive service for the care of children who have not the benefit of a normal home life." The Bill forms part of the new social legislation applying to England and Wales and, with necessary adaptations, to Scotland, in connection with the National Assistance Bill. (See also p. 112 of this Bulletin.)

37 M

GENERAL STUDIES (B.I.E.)

ASHBY, Eric. *Challenge to Education*. Sydney and London, Angus & Robertson, 1946. 8½ × 5½ ins. viii and 132 p. 3s. 6d. — Having shrewdly observed facts in the education and social life of many lands

where he has both studied and travelled extensively, Prof. Ashby writes a vital and challenging book applying to all fields of life the scientific method (assemble the relevant facts disengaged from rumour, consider their mutual relationship, view them with calm detachment undisturbed by prejudices, record uncoloured by one's hopes or fears what the facts have to say for themselves). He is no fanatic of science, but he believes that men and women possessed of a truly scientific attitude can alone see the limitations and counteract the dangers of the sciences of to-day.

301 (73)

SOCIOLOGY (B.I.E.)

LANDIS, Paul H. *Rural Life in Process*. New York, Toronto, London, McGraw-Hill Book Company, 1948. 2nd. Ed. 9×6 ins. xx and 538 p. Illus. Appendix. Index. 20s. — With the aid of numerous charts, maps, diagrams and photographs, this completely revised edition of a study first published in 1940 provides a very thorough sociological survey of rural society as an integral part of the total design of American life. Chapter 19 of Part III deals with cultural change and Chapter 22 of Part IV with the rural school in a dynamic society. The other chapters only have an indirect bearing on education.

378 (42)

HIGHER EDUCATION (B.I.E.)

LIVINGSTONE, Sir Richard. *Some Thoughts on University Education*. London, Published for the National Book League by the Cambridge University Press, 1948. 7½×5 ins. 30 p. 2s. 6d. — An analysis of the purpose of higher education by the Vice-Chancellor of Oxford University, who considers that the influence of universities on the world is disappointingly limited because "they are too little concerned with ends, with human values, with a philosophy of life". Undergraduate courses should therefore be reconsidered so as to remedy this defect and should include some study of religion, or philosophy or of both.

374. — 378 (42)

ADULT EDUCATION. — HIGHER EDUCATION (B.I.E.)

RAYBOULD, S. G. *University Standards in W. E. A. Work*. London, The Workers' Educational Association, 1948, 8½×5½ ins. 34 p. 1s. — The Workers' Educational Association was established in 1903, to bridge the gap between the universities and working-class people and the working class movement which University Extension had failed to bridge. To qualify for Board of Education grants the standard of work in the tutorial classes had to correspond with that required for university degrees in honours. Mr. Raybould deplores the tendency to lower that very high standard and pleads for its retention on the grounds that students, if they are to be equipped for social and industrial responsibility should leave the W.E.A. classes able to think logically, critically, constructively and flexibly, with the objectivity and intellectual integrity that it is the business of the University to develop.

374 (42)

ADULT EDUCATION (B.I.E.)

CLARKE, Professor Sir Fred. *Re-Interpretation*. An Address concerning the part of the Universities and Voluntary Bodies in the Development of Further Education. London, The National Foundation for Adult Education, 1948. 9¾×5 ins. 16 p. (Foundation Papers Supplement No. 3) 1s. — An address showing the necessity for a re-interpretation and revaluation of our culture, "carried through in the light of

all the changed facts and forces, social, economic, intellectual, international and the rest". The lecturer examines the task thus set before adult education. In this wide and diversified undertaking he maintains that many agencies will have to take part and that the executive energies of official authority must be met by corresponding energies of initiative and zeal issuing from the body of society itself.

374.6. — 778.53

ADULT EDUCATION ACTIVITIES. —
CINEMA (B.I.E.)

CARTER, S. B. *Ourselves and the Cinema*. London, Workers' Educational Association (1948). 7¼×4¾ ins. 44 p. (W.E.A. Topics for Discussion No. 17) 6d. — Intended to serve as a basis for discussion groups, this pamphlet outlines certain aspects of the various problems connected with the cinema and its influence, under the headings of: The Filmgoer, The Film Business, The Film as an Art, The Film as an Advocate, Can Films help to make a Better World?, For Further Study.

371.364

FILMS (B.I.E.)

FALCONER, Vera M. *Filmstrips*. A Descriptive Index and Users' Guide. New York, Toronto, London, McGraw Hill Book Co. 1948. 9¼×6 ins. 572 p. Illus. Distributory Directory. Index. \$5. or 25sh. — A comprehensive guide and reference book, written by a former teacher who is now Consultant in Visual Presentations, New York City, giving users of filmstrips in education and industry all pertinent information about what they are what they are used for, how to project and how to use them. Teachers of all subjects: English, Reading, Fine Arts, Home Economics, Languages, Literature, Street and Road Safety, Nature Study, all the Sciences including Mathematics, Hygiene, First Aid, Geography, History, Economics, Sociology, Sports, Vocational Guidance, Vocational Training, etc., will find it particularly useful, as it describes in detail the releases of 70 producers of filmstrips which can be effectively used in instruction.

371.1 (73)

TEACHING PROFESSION (B.I.E.)

FRAZIER, Benjamin W. *Teaching as a Career*. Washington, D. C., United States Government Printing Office, 1947. 9×6 ins. 44 p. Illus. (Office of Education, Bulletin 1947, No. 11.) 15 cents. — A revision and enlargement of Pamphlet 95, entitled "Teaching as a Profession", first published by the U.S. Office of Education in 1944, presenting the facts about teaching as objectively as possible. It gives information on the general nature of the profession and possibilities of specialization, on supply and demand, working and living conditions, the personal requirements for becoming a teacher and opportunities for preparation.

37 E. — 375.05 (73)

REFERENCE BOOKS. — CURRICULA
(B.I.E.)

HARTLEY, William H. and DUGAN, John E. *Your Heritage of Freedom*. Suggestions for Teachers. (New York, McGraw-Hill Book Company, 1947.) 9×6 ins. 28 p. — Divided into three parts of which the first is entitled "Documents and Memorabilia of Our American Heritage on the Freedom Train". The other two parts, both very short, suggest respectively a social studies unit and an English unit on the America Heritage. Recommended by the U.S. Office of Education and other associations.

37 E. — 379.821 (73)

REFERENCE BOOKS. —
FOREIGN STUDENTS (B.I.E.)

YANG, Ching-Kun. *Meet the U.S.A. Handbook for Foreign Students in the United States.* New York, Institute of International Education, 1945 and 1947. 9×6 ins. 186 p. illus. — A handbook of an unusual type written originally in Chinese by a Chinese student with much experience of the United States, and slightly revised and translated by him into English so that it may be of equal service to all foreign students intending to study in the U.S.A. Written in a familiar style, it briefly and sometimes critically describes all phases of American life: political, social, cultural and industrial. Statistics of different types of colleges, etc., are included in the appendix.

371. — 378.24 (51)

CHINA. — STUDENT PROBLEMS
(B.I.E.)

KIANG, Wen-Han. *The Chinese Student Movement.* New York, King's Crown Press, 1948. 8¼×5½ ins. xii and 176 p. Bibliogr., \$3. — For various reasons, students in modern China have an influence out of all proportion to their numbers; their role in the revolutionary and evolutionary trends in the history of their country has been enormous. It is impossible to understand the China of to-day without getting acquainted with the student movement. From personal experience Dr. Kiang fully and clearly explains the intricacies of this complicated subject. The introduction deals with the background and the emergence of the Student Movement; the next four chapters with the Chinese Renaissance, the Revolt against Religion, the Nationalist Revolution, and the United Front; and the conclusion with considerations on the relationship of the Student Movement to Chinese Culture and to religion. The author points out that there is at present a seemingly irreconcilable conflict of ideologies between the Kuomintang and the Chinese Communist Party and that this struggle dominates the minds of Chinese youth.

37 A (54)

EDUCATION IN INDIA (B.I.E.)

BASU, Anathnath. *Education in Modern India. A Brief Review.* 2nd. Ed. thoroughly revised and enlarged. Calcutta, Orient Book Co. (1947). 8¾×5½ ins. iv and 184 p. Bibliogr. Index. 4 Rupees. — After a brief but comprehensive and illuminating sketch of the history of education in the vast sub-continent of India, the author describes the Wardha scheme of educational reconstruction (Basic Education) advocated by Gandhi and adopted by an Educational Conference held at Wardha in 1937 (the mother tongue, and not English as the medium of instruction, education built around a productive handicraft correlated with the basic needs of community life). Professor Basu finally outlines the National System of Education adopted by India, the corner-stone of which is a slightly modified form of the Wardha scheme of Basic Education.

37 A (729.4)

EDUCATION IN HAITI (B.I.E.)

COOK, Mercer. *Education in Haiti.* Washington, D.C., Federal Security Agency, Office of Education, 1948. 9×6 ins. 90 p. (Bulletin 1948, No. 1.) 25 cents. — The basic problems underlying education in this small Central American Negro Republic are discussed in the first chapter which is followed by a brief description of the period preceding the Report of the U.S. Commission on Education in Haiti, published

in 1931. All types of schools, together with the University and other special institutions for higher education are critically appraised in the third and main chapter.

37 A. — 374.1 (42)

ENGLAND. — FURTHER EDUCATION
(B.I.E.)

SOMERSET EDUCATION COMMITTEE. *Scheme of Further Education*, submitted to the Ministry of Education under the provisions of Section 42 (1) Education Act 1944. Taunton, Somerset Education Committee. March 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 100 p. — A survey of the existing and proposed additional provision for full-time and part-time education, and the social and recreational provision for leisure time both for the under-18s and for adults, bearing in mind probable population trends. Relations with other authorities and bodies are discussed and a programme for the first five years suggested.

373.5 (73)

VOCATIONAL EDUCATION (B.I.E.)

MAYS, Arthur B. *Principles and Practices of Vocational Education*. New York, McGraw-Hill Book Company, 1948. $9\frac{1}{4} \times 6$ ins. vii and 304 p. Index. \$3.50. — A comprehensive text-book which will be interesting to the general reader. After tracing the rise and progress of vocational education in the United States, and its connection with the American faith in the theory of progress and with the evolution of the democratic ideal, the author considers the relation of vocational to cultural education, then treats of agricultural, business, homemaking and industrial education of less than college grade, of vocational guidance, and vocational education, of college grade, the preparation of teachers of the vocations—still largely non-existent—organisation and administration, and the programme of vocational education.

373.10 (42)

ORGANISATION OF SECONDARY
EDUCATION (B.I.E.)

MIDDLESEX COUNTY COUNCIL, EDUCATION COMMITTEE. *The Comprehensive Secondary School*. London, Westminster Guildhall. 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 8 p. Illus. — This attractive pamphlet tells parents clearly and graphically what kind of schools their boys and girls will attend when they are eleven. It explains fully why the County has adopted a scheme of large multilateral schools which in Middlesex are called by a better name, that of comprehensive schools.

371.262. — 373 (94)

EXAMINATIONS. —
SECONDARY SCHOOLS (B.I.E.)

Accrediting for Public Examinations in Australia. (Melbourne), Australian Council for Educational Research, 1947. $9\frac{1}{2} \times 7\frac{1}{4}$ ins. 44 p. 2s 6d. — For some 30 years the practice known as "accrediting" has been in operation in certain schools in the State of Victoria and it has recently been adopted in whole or in part by New South Wales and Tasmania. The schools adopting the system have the right to work out their courses of study and award to pupils reaching satisfactory standards, certificates of equal prestige to those awarded in the past by the university. A survey of the results of this practice, particularly in Victoria and Tasmania, is given here.

371.236 (41)

PROMOTION (B.I.E.)

McINTOSH, Douglas M. *Promotion From Primary to Secondary Education*. London, University of London Press, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins.

xiv and 152 p. Tables and Figures. (Publications of the Scottish Council for Research in Education, No. XXIX.) 1s. — This is an abstraction and simplification of the book published in 1942, by the Scottish Council on Research in Education, under the title "Selection for Secondary Education" which gave the results of a very full investigation by Professor W. W. McClelland, of St. Andrews University. (See our Bulletin No. 66.) Dr. McIntosh, who was one of Professor McClelland's chief assistants in that investigation, has now—at the invitation of the Research Council—made the important results of the highly technical original report available in non-technical language to the general body of teachers, to whom the final recommendations will be very valuable.

371.21. — 371.213 (73)

PRE-SCHOOL EDUCATION. —
INFANT SCHOOLS (B.I.E.)

Good Education for Young Children. Published by New York State Council for Early Childhood Education for New York State Association for Childhood Education and New York State Association for Nursery Education, Revised Edition 1947. 9×6 ins. 56 p. Illus. \$0.60. — Four contributors, each with considerable experience in educating young children, discuss children's needs and development from babyhood through the nursery and infant school stage to the age of 8 years.

362

SOCIAL SERVICES (B.I.E.)

MESS, Henry A. Voluntary Social Services Since 1918. London, Kegan Paul, Trench, Trubner & Co., 1948. 8¾×5½ ins. x and 256 p. Index. 21s. — This volume, belonging to "The International Library of Sociology and Social Reconstruction" (Editor: Dr. Karl Mannheim), was to have been written by Henry Mess, late Reader in Sociology in the University of London, but only a few chapters were finished when he died in 1943. It has been completed by a team of competent sociologists under the editorship of Gertrude Williams and comprises a series of essays on many aspects of the voluntary social service movement (*i.e.* on non-statutory social services) in Great Britain since the end of the first world war. These give a vivid picture of an extremely complex movement, tracing its history and achievements, and envisage the future problems now that the statutory social services in Great Britain are rapidly becoming a complete network.

371.732 (94)

SPORTS (B.I.E.)

SHANN, F. The Canberra System of School Athletics. Its Approach, Basis, Organization and Results. Melbourne, Published for the Australian Council for Educational Research by Melbourne University Press, 1947. 8¾×5½ ins. xii and 88 p. Appendices. (Research Series No. 63.) 7s.6d. — Mr. Shann believes that all boys can achieve something, however humble, in athletics, even though not excelling in the specialized skills required for the usual team games played in schools. He therefore worked out a method of grouping (described in Section I) designed to give opportunities for all boys in the school to compete with others of approximately the same stage of physical development, instead of the usual system of grouping according to age. In Section II he discusses the methods of assessing performance, and in Section III shows the system in operation in the two Grammar Schools where it has been tested. A critical discussion of the events included in athletics programmes and of the best time to hold the contests follows in Section IV. Practical suggestions for the administration of the system and for the compiling of records complete the volume as Section V.

371.72 (42)

SCHOOLCHILDREN'S PHYSIQUE (B.I.E.)

ROPER, R. E. *Some Aspects of Physique in Boys and Girls*. London, An investigation carried out on behalf of the Research Board for the Correlation of Medical Science and Physical Education, April 1948. 10×8 ins. 24 p. Illus. 2s. 6d. — The results of a two-year practical investigation, begun in September 1944, into a specific field among 1852 children (892 boys and 960 girls) attending the ordinary schools and day nurseries under the jurisdiction of the Tottenham Education Committee. It attempts to make some factual contribution to further and fuller research into what constitutes the normal, by providing statistics of investigation into the physical measurements of boys and girls of certain age groups.

371.73

PHYSICAL EDUCATION (B.I.E.)

MUNDEN, I. *Suggestions for the Use of Small Apparatus in Physical Education*. London, Ling Physical Education Association, 1947. 10¼×8¼ ins. 54 p. Illus. 4s. 6d. (By Post 4s. 10d.) — The numerous games and activities described and delightfully illustrated here are all practical possibilities with classes where no elaborate and expensive apparatus is available. They have been tried out over a long period of years. The use of small apparatus such as hoops, bean-bags, balls, etc., adds considerably to the enjoyment, interest and activity of the physical education lesson and enables more informal methods to be used without any lessening of the skills required for full bodily development.

371.71. — 371.93 (42)

SCHOOLCHILDREN'S HEALTH AND
HYGIENE. — YOUNG DELINQUENTS (B.I.E.)

GAMLIN, R. *Education and Health*. London, Nisbet (1947). 8¼×5¼ ins. xii and 372 p. Illus. Bibliogr. Index. — Simple, clear, amusing in parts, this book of school hygiene, will be invaluable for teachers and all others desirous of enjoying good health and of living in a healthy community. Dr. Gamlin uses an original method. Before he treats of maladjusted children and juvenile delinquency, he gives a solid basis of scientific information on intelligent thinking, the work of Sigmund Freud, and the workings of the mind; he prefaces his chapters on deafness and colour-blindness by one on the physics of sound and light; those on dietetics, pure milk, etc., by a brief description of British fare throughout the ages; and that on immunization, by the story of pioneers in immunity. Thus he creates an atmosphere of confidence in the methods of modern hygiene.

377.91 (71)

MENTAL HEALTH (B.I.E.)

Some Data on Mental Health Problems in Canadian Schools. Toronto, The National Committee for School Health Research, Report No. 2, 1948. 9×6 ins. 54 p. — Based on the mental hygiene approach to education, this useful pamphlet summarises the results of a mental health survey, made in 1945-46 as part of research into School Health, lists the mental health problems most frequently found in Canadian Elementary (or Primary) and Secondary Schools, and relates in detail the case history of 16 boys and girls referred to Child Guidance Clinics.

371.92 (42)

MENTALLY DEFECTIVES (B.I.E.)

FITZGERALD, E. J. *Observations on the Training of Low Grade Defectives*. London, National Association for Mental Health. 8¼×5¼ ins. 8 p. 6d. — Dr. Fitzgerald, formerly Medical Superintendent of

Bridge Home, Witham, describes the training scheme evolved at this Home with marked success with adult men of very low grade mental development, many of whom are also badly crippled. (Figures for 1946 show that 52% out of a total of 363 patients had a mental age of under 5 years. Epileptics numbered 80; cripples, 15; partial cripples, 37; blind, 12; completely unemployed, 7.)

371.911

BLIND (B.I.E.)

ISAACS, Edward. **The Blind Piano Teacher.** Glasgow, William Maclellan (1948). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 48 p. 3s. 6d. — This monograph is part of a composite Braille volume entitled "A Handbook for Blind Teachers of Music" published, copyright 1945, by the National Institute for the Blind, London. The views, ideas and criticisms which it contains are based on the author's own experiences which include 20 years as a concert pianist and teacher *with sight*, 5 years of progressive sight deterioration and total blindness since 1930. It is written for the benefit of other blind piano teachers.

371.6 (94)

SCHOOL BUILDINGS (B.I.E.)

School Buildings and Equipment. By the Staff of the Australian Council for Educational Research. Melbourne University Press, 1948. 9×7 ins. 80 p. 128 illus. 10s. — This is not a technical manual. It is rather a study in contrasts: what is and what might be. By attractively presenting a large number of well selected photographs (not all from Australia) and sketches, accompanied by pertinent captions and short statements, the staff of the A.C.E.R. have sought "to show that modern educational procedures cannot be satisfactorily carried out unless full attention is given to the planning of school buildings and the provision of adequate equipment".

371.6 (42)

SCHOOL BUILDINGS (B.I.E.)

New Schools. The book of the Exhibition by the Royal Institute of British Architects. (London, R.I.B.A.) $9\frac{3}{4} \times 7\frac{1}{4}$ ins. 56 p. illus. — A team of twelve architects, each of whom has contributed a specialized section, have compiled this booklet as an amplification and summary of the exhibition entitled "New Schools". Among the many photographs and plans included are four of Britain's first two post-war schools of a permanent character to be completed. The plan of construction followed enabled the schools to be built in a relatively short time. (Other illustrations of these schools can be seen in the permanent Exhibition of Public Education in Geneva, organised by the International Bureau of Education.)

371.6 (42)

SCHOOL BUILDINGS (B.I.E.)

School Planning and Construction. Report of a Lecture Conference at the Royal Institute of British Architects 23 and 24 October 1947. (London, Reprinted from "The Journal of the Royal Institute of British Architects" November, December 1947 and January 1948.) $11 \times 8\frac{3}{4}$ ins. 42 p. illus. — The lectures and discussions reported here by leading architects include those on the Secondary School, the Nursery, Infant and Junior School, Standards and Quality of Lighting in Schools, Heating and Ventilation, School Acoustics, and the Use of Materials. The volume also contains some of the Designs from the Schools Exhibition.

375 (42). — 377.382

TEXTBOOKS. — REVISION OF
TEXTBOOKS (B.I.E.)

A Study of National History Textbooks Used in the Schools of Canada and the United States. (Washington). The American Council on Education, 1947. 9×6 ins. 82 p. — The second publication of the Canada-United States Committee on Education composed of distinguished Canadian and American educators, set up in 1944 on the initiative of the American Council on Education, and sponsored in Canada by the Canadian Education Association, the Canadian Teachers' Federation and the National Conference of Canadian Universities. Its purpose is "to strengthen the foundations of knowledge and understanding necessary to ensure the endurance of friendship and goodwill between Canada and the United States". For the present study the national history textbooks used in the schools of the two countries were examined at international workshops for teachers, conducted by Harvard University and by the Ontario College of Education of the University of Toronto (this group containing both French-speaking and English-speaking Canadians). The reports of the two groups were then reviewed by other members of the Committee and by historians and rewritten; then again reviewed and edited by several committee-members. The recommendations of both national groups for improvements in the presentation of facts might well be studied in other countries also.

377.35 (6)

EDUCATION FOR CITIZENSHIP (B.I.E.)

COLONIAL OFFICE. ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES. Education for Citizenship in Africa. London, His Majesty's Stationery Office. 1948. 9½×6 ins. 40 p. Bibliogr. 9d. — The Advisory Committee set up, in 1946, a Sub-Committee on Education for Citizenship, which included many distinguished experts, and this Sub-Committee decided to prepare a report which should frankly apply principally to Africa. It realised that all true education is education for citizenship. Nevertheless, as it was asked to discuss the specific problem of using the educational process (whether in school or outside) as a means of promoting good citizenship—a crucial problem in Colonial development to-day—the above title was finally adopted. It is a first-rate document, which will be read with interest elsewhere than in the British Empire.

375.132

ENGLISH (B.I.E.)

OLIPHANT, Lancelot. English in Action. (London) Sldgwick and Jackson (1946). 7½×5 ins. 172 p. 8s. 6d. — An amusing book in the form of discussions between five lively young people and a group leader, on the correct writing and the appreciation of English, followed by 10 test papers. Useful in self-education or for study groups.

375.132

ENGLISH (B.I.E.)

MOON, A. R. and McKAY, G. H. Social English. London, Longmans, (1948 Revised edition). 8×5½ ins. 156 p. Illus. — This is not a textbook on grammar. It aims to promote clear expression in both oral and written English through a series of social studies dealing with everyday occurrences or situations likely to arrive in school or at home, such as mailing letters, sending telegrams, argument on sport or on newspapers, annual holidays.

375.134

FRENCH (B.I.E.)

MALLINSON, Vernon. **Creative French**, Book One. Illustrated by Yvonne Poulton. London, Heinemann. (1948) xiv and 204 p. $7\frac{1}{4} \times 5$ ins. 4s. 6d. — "Creative French" will be complete in three volumes, each aiming to lead the pupil through his or her own immediate interest "creatively" to handle the French language and to enjoy the thrill of steady progression towards a definite goal. The treatment is lively, modern and unconventional, but there is plenty of sound grammar as well as vocabulary. The exercises are as numerous and varied as they are intriguing. The drawings, photographs, songs, rhymes and poems create an intensely French atmosphere.

375.25

BIOLOGY (B.I.E.)

HASKINS, Caryl P. **Of Ants and Men**. London, Allen and Unwin. (1947). $8\frac{3}{4} \times 5\frac{1}{2}$ ins. viii and 224 p. Illus. Index. 10s. 6d. — Dr. Caryl, who holds the post of Research Professor at Union College and Research Associate of Harvard University, among others, has studied the social life of that ubiquitous and fascinating insect—the ant—all over the world. In this book, illustrated by life-like photographs, he relates many curious facts and gives a popular history of the evolution of the ant, as he sees it, drawing an ingenious parallel between the evolution of the ant and that of mankind.

375.2 (42)

NATURAL SCIENCE (B.I.E.)

HUTCHINSON, Margaret M. **Children as Naturalists**. London, Allen & Unwin (1947). $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 184 p. Illus. Index. 7s. 6d. — Believing that the work of the nature class at school should be to encourage the children to follow a fascinating pursuit individually, Miss Hutchinson sets out in Part I of this study to outline suitable activities for juniors involving exploration, discovery and intimate contact with living creatures. She has divided these activities for convenience into different age-groups. In Part II she describes certain aspects of Nature more fully in the form of "Quests", for mammals, birds, insects, trees, etc., and from the ecological approach. The excellent photographs taken by the author in her own school, which is admittedly exceptionally well placed for extensive nature study work of a very high standard, show how enthralled children can become in such study when directed along the right channels. Even in town schools, a great deal can be done on the lines indicated.

375.2 (42)

NATURAL SCIENCE (B.I.E.)

Science in Post-Primary Education with reference to the Scientific Education in Schools of pupils of 11-18, and its relation to their subsequent training in Universities and Colleges. 3 vols. **Interim Report** of a Sub-Committee of the Association of Women Science Teachers. (1944, reprinted 1947.) vi and 22 p. 1s. 3d. — **Second Part** (1946, reprinted 1948). vi and 58 p. 2s. — **Third Part** (1947). vi and 42 p. 2s. London, John Murray. Each $8\frac{1}{4} \times 5\frac{1}{2}$ ins. — A useful guide for all engaged in science teaching, based on very varied experience with adolescents in all types of schools. The Interim Report discusses the contents of the courses and the ideals which it is thought should permeate their teaching, while the 2nd and 3rd Parts respectively consider in more detail suitable curricula and equipment for Sixth Form work in Grammar Schools (with the three groups, arts specialists, science specialists, and those taking the more general course) and in the Second-

ary Modern Schools. Part II also discusses part-time education in science, the training of teachers for the scientific subjects and certain administrative problems.

55. — 375.24

GEOLOGY. — TEACHING OF GEOLOGY
(B.I.E.)

SHRICK, Robert R. *Sequence in Layered Rocks*. A Study of Features and Structures Useful for Determining Top and Bottom or Order of Succession in Bedded and Tabular Rock Bodies. New York, Toronto, London, McGraw-Hill Book Company, 1948. 1st Ed. 9×6 ins. 508 p. Illus. Bibliogr. References. Index. \$7.50. — Generously illustrated with 500 line drawings and more than 150 photographs, most of them original, and extensively documented, this study has been expressly designed with examples from all parts of the world for advanced geology students. The descriptions are concise and lucid. After the introductory chapters, the author deals with gross relationships, and then passes to a detailed and full description of features of three different types of rocks: 1) sedimentary (i) lithological, textural, mineralogical sequences; (ii) features on upper- and undersurfaces of sedimentary beds; (iii) internal features 2) igneous and 3) metamorphosed.

375.41

GEOGRAPHY (B.I.E.)

GRAY, G. D. B. *Soviet Land. The Country, its People and their Work*. London, Black, 1947. 8¼×5¾ ins. viii and 324 p. With 85 photographs and 141 maps, diagrams and drawings. Appendix. Index. 12s. 6d. — Under the three sectional headings of "The Country", "The Peoples and their History", and "Work", the author has set out to give a comprehensive and objective account of the geography of the U.S.S.R. and some of its implications, against a historical background, treating the country as a world unit and not as two separate parts of two continents. In his full and lucid presentation of factual information, he has made extensive use of visual aids, many of the photographs used having been obtained specially for this study. The rapid and remarkable development of latent potentialities that has taken place during the last two decades is particularly noticeable in the section on work.

375.41. — 371.862

GEOGRAPHY. — CHILDREN'S BOOKS
(B.I.E.)

NOYLE, George. *Glimpses of Family Life. The U.S.A.* London, Macmillan (1946). 7¼×5¼ ins. 64 p. Illus. — One of a series of little books whose primary aim "is to give young readers a lively companionable introduction to their counterparts overseas". It is so planned that a sequence of incidents in the ordinary life of a typical American family follow introductory pictures and passages depicting certain geographical conditions and aspects of life in different parts of the United States.

375.825

INTERNATIONAL RELATIONS (B.I.E.)

SAIYIDAIN, K. G. *Education for International Understanding*. Bombay, Hind Kitabs Ltd., 1948. 7¼×4¾ ins. 208 p. 5 Rs. — Professor Saiyidain, an outstanding Indian educationist, who is Educational Adviser to the Bombay Government and well known in Europe, has collected in this volume the addresses he gave at the N.E.F. International Conference in Australia (1946) and at the Unesco Conferences in London and Paris, bearing on the important and pressing problem of education for peace. He introduces the reader to Eastern points of view; and makes a very valuable contribution to the subject. Of parti-

cular interest are the chapters dealing with the Educational Ideology of Islam, the Teaching of History, Education in India, and on the late Sir Mohammad Iqbal—the great contemporary Urdu and Persian poet of India, so little known in the West—also the author's impressions and the postscript on "Mahatma Gandhi, world citizen and world teacher".

375.825

INTERNATIONAL TEACHING (B.I.E.)

You and Unesco. Paris, Unesco, 1948. 9 $\frac{1}{4}$ × 6 ins. 42 p. Illus. (Unesco Publication, No. 200.) — The different chapters of this beautifully illustrated publication (What is Unesco, Rebuilding after the War, Learning to live and work together, Making new discoveries, Exchanging Ideas, How Unesco works, What can you do now ?) are well suited to their purpose, which is to awaken interest in young people of secondary school age.

375.825

INTERNATIONAL TEACHING (B.I.E.)

KENWORTHY, Leonard. Let's Visit Unesco House. Paris, Unesco, 1948. 9 $\frac{1}{2}$ × 7 $\frac{1}{2}$ ins. 36 p. Illus. (Unesco Publication No. 181.) — With its interesting information and intriguing illustrations, this booklet cannot fail to please children of 8 to 12 or 13 years of age who will learn from it all about the United Nations Educational, Scientific and Cultural Organisation.

(6). — 28

AFRICA. — CHRISTIANITY (B.I.E.)

BARBER, D. H. Africans in Khaki. With a Foreword by General Sir Bernard Paget. London, Edinburgh House Press, 1948. 7 $\frac{1}{4}$ × 4 $\frac{3}{4}$ ins. 120 p. Illus. 3s. 6d. — "Some side-lights on the work done by East Africans and others in the Middle East in World War II, with particular regard to the reactions of the Christians among them", described by a British officer and providing useful material for a better understanding between different races.

136.7. — 371.303

CHILD-PSYCHOLOGY. —
PLAY ACTIVITIES (B.I.E.)

CHATEAU, Jean. Le jeu de l'enfant. (Introduction à la pédagogie). Paris, Vrin, 1946. 9 × 5 $\frac{3}{4}$ ins. 452 p. Illus. Index. (Etudes de Psychologie et de Philosophie.) — A sequel to the work "*Le réel et l'imaginaire dans le jeu de l'enfant*" (see Bulletin No. 79), based on a thorough knowledge of the psychological studies published in France and elsewhere. An important place is given to the discussion of the ideas propounded by Spencer, Gross, Stanley Hall and particularly by Piaget. The author upholds the thesis that, although each game exercises a function, the exercise of the function proceeds from a conscious desire which pursues another end, the exercise properly speaking being no more than an accident in the game.

15. — 131

PSYCHOLOGY. — PSYCHOANALYSIS (B.I.E.)

ODIER, Charles. L'angoisse et la pensée magique. Essai d'analyse psychogénétique appliquée à la phobie et à la névrose d'abandon. Neuchâtel et Paris, Delachaux & Niestlé, 1947. 8 $\frac{1}{2}$ × 6 ins. 242 p. (Actualités pédagogiques et psychologiques.) Fr. 8.75. — First part of a work devoted to the study of the psychological evolution of the human being from childhood to adulthood, in which the author proposes to

consider the anomalies of the evolution in the light of the laws governing the normal course. He aims to interpret the Freudian psycho-analytical data by means of Piaget's genetic psychological findings.

136.7

CHILD PSYCHOLOGY (B.I.E.)

DRISCOLL, Gertrude. *Comment étudier le comportement des enfants*. Traduit en français par Antoinette Gommès. Paris, les Editions du Scarabée. 7 1/2 x 5 1/4 ins. 102 p. — A simple and concrete textbook for teachers to guide them in their daily dealings with their pupils. It deals with practical psychology, as understood in America, based on the observation of children and on the experiences of a teacher who appreciates children as individuals.

370

THEORY OF EDUCATION (B.I.E.)

PLANCHARD, Emile. *La pédagogie scolaire contemporaine*. Tournai, Casterman, 1948. 9 1/4 x 6 1/4 ins. 378 p. Fr. belges 126. — The author believes that only a very few French-speaking educationists are as yet convinced of the value of scientific pedagogy. His latest book is in reality an encyclopedia of contemporary education, supplemented by an abundant classified bibliography. He deals with present-day problems concerning schools, scientific education, and practical problems raised by new methods of education.

370.3. — 373.2

PHILOSOPHY OF EDUCATION. — PROBLEMS OF GENERAL CULTURE (B.I.E.)

ROBERT, Fernand. *L'humanisme*. Essai de définition. Paris, Société d'Édition Les Belles Lettres, 1946. 8 x 5 1/4 ins. 162 p. (Association Guillaume Budé.) — The word "Humanism" is used with many different connotations and often very loosely, both in French and English. The author begins by defining true humanism in all its manifestations, for "there is such a thing as human nature; it is universal and permanent". From his definition he gathers strong arguments in favour of founding education upon the classics, which have permanent value and develop such qualities as an open mind, intellectual courage, honesty, integrity of thought, love of freedom, tolerance. Fashions and passing fads are the enemies of true education: "there is no worse manner of preparing the mind of youth for future innovations than to form it solely according to present day novelties."

370.3. — 372

PRINCIPLES OF EDUCATION. — PRIMARY EDUCATION (B.I.E.)

MIGNOT, Henri. *Pour une éducation réaliste*. Etudes critiques et pratiques. Chambéry, E.D.S.C.O., 1948. 8 x 5 1/4 ins. 210 p. — The author has some interesting suggestions to make with regard to several controversial questions such as the teaching of history in primary schools, which he would prefer to see postponed until the age of adolescence, the problem of culture and of vocational training in the primary school, with the balance weighted in favour of the former, the choice of a career, rural vocations, language. The last chapter concerns open-air teaching and educational films.

37.1

MISCELLANEOUS (B.I.E.)

L'éducateur. Textes choisis et présentés par Louis Barjon. Le Puy, Mappus (1946). 9 x 6 1/4 ins. 362 p. Illus. Bibliogr. (Collection "Nos beaux métiers par les textes".) — Anthology of well-chosen texts taken from great

writings — ancient, modern and contemporary—from Homer down to Bergson, Duhamel and Kipling. Well printed, tastefully illustrated, this book deals with all the general aspects of education, under such headings as: education throughout the ages, the child, wrong methods of education, cultivating the mind, what pupils think of their masters, etc.

379.96 (494)

STATISTICS (B.I.E.)

EIDGENÖSSISCHES STATISTISCHES AMT. BUREAU FÉDÉRAL DE STATISTIQUE. *Statistisches Jahrbuch der Schweiz 1946. Annuaire statistique de la Suisse 1946.* Basel, Birkhäuser, 1947. 55^e année. $9\frac{3}{4} \times 6\frac{3}{4}$ ins. 624 p. — The tables dealing with education concern primary, junior secondary, continuation and senior secondary schools, vocational instruction institutions, matriculation certificates, universities, and the Federal Polytechnicum.

378. — 378.96 (494)

HIGHER EDUCATION. — STATISTICS (B.I.E.)

Die Studierenden an Schweizerischen Hochschulen. Erhebung 1946. — Les étudiants en Suisse. Enquête de 1946. Bern, Eidgenössisches Statistisches Amt, 1947. $9\frac{3}{4} \times 6\frac{3}{4}$ ins. 176 p. (Beiträge zur Schweizerischen Statistik. Heft 17.) — To facilitate comparison, the same order has been kept for the statistical tables of this latest survey as that used in the volume "*Statistique des Etudes supérieures en Suisse*" published in 1936. Explanatory notes in German and French add to the value of the publication.

136.7. — 377.2

CHILD PSYCHOLOGY. — MORAL EDUCATION (B.I.E.)

PFLIEGLER, Michael. *Der rechte Augenblick.* Erwägungen über die entscheidenden Zeiten im Bildungsvorgang. 5. unveränderte Auflage. Wlen, Herder, 1948. $7\frac{1}{2} \times 4\frac{1}{4}$ ins. 103 p. S. 11; Swiss Fr. 4.60. — Long years of teaching experience and a thorough study of modern psychology and education, have convinced Mr. Pfliegler that the three critical periods of childhood, adolescence and early adulthood play an important part in the psychic and intellectual development of the human being. The task of teachers and parents is to know how to utilise to the best advantage each stage in the child's development, especially with regard to moral and religious education.

371.12. — 37 B (494)

TRAINING OF TEACHERS. — HISTORY OF EDUCATION (B.I.E.)

FREY, Arthur. *Das Aargauische Lehrerseminar.* Zur Erinnerung an seine Gründung vor hundert und zwanzig Jahren und seine Verlegung nach Wettingen vor hundert Jahren. Aarau, Kantonalen Lehrmittelverlag, 1947. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 240 p. — A commemoration volume describing the history of education in the canton of Aargau for the past hundred years, with special reference to the various stages in the training of teachers.

371.293

OPEN-AIR SCHOOLS (B.I.E.)

Überwindung gesundheitlicher Jugendnot durch die Freiluftschule. Denkschrift des Freiluftschulvereins für den Regierungsbezirk Detmold. Detmold (E.V.), Freiluftschulverein, 1948. $11\frac{1}{2} \times 8\frac{1}{4}$ ins. 64 p. Illus. Bibliogr. — This booklet published by the Association of Open-air

Schools comes at an opportune moment. It contains interesting suggestions for improving the health of schoolchildren by the building of open-air schools for delicate children and the transformation of existing schools according to the principles governing open-air schooling.

375.0. — 37 B (45)

CURRICULA. — HISTORY
OF EDUCATION (B.I.E.)

PREDOME, Edoardo. *I problemi della didattica nella storia della scuola italiana*. Torino, Paravia, 1947. $8 \times 5\frac{1}{2}$ ins. 112 p. Lire 200. — A history of the general primary school curricula prescribed by the Italian Government from the unification of the country in 1888 until 1945. It shows that teaching has evolved in accordance with scientific progress. In the first three parts, the author examines changes in curricula, in chronological order, thus leading to a discussion in Part IV of the most recent aspect of education implying modern methods and modern teaching aids.

37 C. — 37 B. — 371.30

BIBLIOGRAPHIES. — HISTORY OF
EDUCATION. — DIDACTIC PRINCIPLES
(B.I.E.)

MORANDO, Dante. *La pedagogia de Antonio Rosmini*. Brescia, "La Scuola", 1948. $9 \times 6\frac{1}{4}$ ins. 544 p. (Contributi del "Paedagogium"). Lire 1200. — A vast study on Rosmini, philosopher and Christian educator who, through his writings, exercised a great influence on the revival of philosophy, and also, by the founding of his Charity Institute, on the development of educational institutions in the XIXth century. In his analysis of the child's mind and in his methods, Rosmini was undoubtedly a precursor. He strove always to maintain unity between religion and science, religion and patriotism, and between science and virtue.

372. — 371.30 (45)

PRIMARY EDUCATION. — DIDACTIC
PRINCIPLES (B.I.E.)

GUARNERO, Luisa. *La didattica nell'insegnamento elementare secondo i principi della moderna psicologia*. Torino, Paravia, 1948. $8 \times 5\frac{1}{2}$ ins. 88 p. Lire 200. — An experienced teacher, addressing newly appointed teachers in primary schools, insists that all teaching should be based on child psychology. She believes in the coordination of all the subjects taught and has some pertinent remarks to make about discipline.

379.94 (82)

OFFICIAL REPORTS (B.I.E.)

CONSEJO NACIONAL DE EDUCACIÓN. *Educación común en la capital, provincias y territorios nacionales*. Año 1946. Buenos Aires, Talleres gráficos del Consejo N. de Educación, 1948. $10\frac{1}{2} \times 7$ ins. 444 p. — A very complete report concerning primary education, adult education, religious education, hygiene, school buildings and administration in the Argentine Republic, accompanied by numerous statistics.

371.43

ACTIVITY SCHOOLS (B.I.E.)

FERRIÈRE, Ad. *La escuela sobre medida, a la medida del maestro*. Prólogo de la profesora Clotilde Guillén de Rezzano. Buenos Aires, Kapelusz, 1947. $8 \times 5\frac{1}{2}$ ins. 144 p. (Biblioteca de Cultura pedagógica.) — To inaugurate its new collection, the Kapelusz publishing firm has chosen one of the best classics on the activity school, an adaptation in Spanish of Adolphe Ferrière's work: "*École sur mesure à la mesure du maître*", containing many practical examples of use today.

379.94 (728.4)

OFFICIAL REPORTS (B.I.E.)

CASTRO, Raulfo. *Memoria de las labores desarrolladas por el poder ejecutivo en los ramos de Cultura y Asistencia social durante el año 1946*. San Salvador, Imprenta nacional. 10×7 ins. 270 p. Illus. — A detailed picture of the educational system and of social activities in Salvador, accompanied by numerous statistical tables.

371.263

SCHOLASTIC TESTS (B.I.E.)

DARDON, Hugo Cerezo. *Guía ejemplificada para medir el rendimiento escolar*. Guatemala, Ediciones del Ministerio de Educación pública, 1947. 8×5½ ins. 210 p. Illus. — The author proposes to replace school examinations by "objective tests" which will make it possible to establish more precise statistics of the pupils' knowledge according to age and to locality (making a difference between town and country schools). The greater part of the book contains examples of tests on the mother tongue, English, geography, history and natural science.

379.96 (81)

STATISTICS (B.I.E.)

MINISTÉRIO DA EDUCAÇÃO E SAÚDE. Serviço de Estatística da Educação e Saúde. *Síntese da estatística de ensino por municípios*. Ano 1941. Rio de Janeiro, Serviço gráfico do Instituto brasileiro de Geografia e Estatística, 1945. 9×6¼ ins. 536 p. — Very detailed statistics illustrating, district by district, the educational development in Brazil during the year 1941, and giving general recapitulatory tables for all types of schools and tables dealing particularly with primary and with elementary basic education.

378 (81)

HIGHER EDUCATION (B.I.E.)

AMERICANO, Jorge. *A Universidade de São Paulo*. Dados, problemas e planos. São Paulo, Empresa gráfica da "Revista dos Tribunais", 1947. 9¼×6½ ins. 302 p. Plans. — This volume contains all the legislative and administrative information concerning the organisation of the University of São Paulo, one of the most important centres for higher education in Brazil, founded in 1934. It also discusses certain problems dealing with university life and makes proposals for the development of the university city and the improvement of living conditions for students.

136.7. — 371.025

CHILD PSYCHOLOGY. —
PARENT EDUCATION (B.I.E.)

HEYSTER, Sis. *Levende opvoedkunde*. Ten dienste van kleine en grotere kinderen. Deel 1. Leiden, Nederl. Uitgeversmaatschappij N.V., 9×6 ins. 262 p. Illus. — Having already written a book on the characteristic features of child psychology (see Bulletin No. 84), the author now gives concrete examples of the children whose everyday life she has observed. This enables her to offer advice to parents and teachers on the upbringing of their children. Excellent photographs of small and big children absorbingly engaged in various activities adds to the value of the book.

136.7. — 376.5

CHILD PSYCHOLOGY. —
EARLY CHILDHOOD (B.I.E.)

SZUMAN, Stefan. *Psychologia wychowawcza wieku przedszkolnego*. Warszawa, "Nasza Księgarnia", 1946. 9×6¼ ins. 190 p. — A textbook on educational psychology concerning children of pre-school age,

for the use of mothers, students and teachers in children's homes and infants schools. It gives a systematic and lively description of the psychic development of children from birth to about the age of 7 years, based on classic literature on the subject and also on the author's own experience and research work.

371.30

DIDACTIC PRINCIPLES (B.I.E.)

SOŚNICKI, Kazimierz. *Dydaktyka ogólna*. Toruń, Księgarnia Naukowa T. Szczesny i S-ka, 1948. $8\frac{1}{2} \times 6$ ins. 366 p. — General didactics of a descriptive and comparative nature, constituting a systematic review of the fundamental problems of teaching technique and their solution according to different systems and methods.

375.42

HISTORY (B.I.E.)

NOWACZYK, Stanisław. *Jak mowa historii w szkole powszechnej*. Sprawozdania, uwagi i materiały. Warszawa, "Nasza Księgarnia", 1947. $8 \times 6\frac{1}{4}$ ins. 144 p. — An objective report by an experienced teacher on his method of teaching history in primary schools.

OTHER PUBLICATIONS RECEIVED

37 A. — 371.263 (42)

EDUCATION IN WALES. —
SCHOLASTIC TESTS (B.I.E.)

WELSH DEPARTMENT, Board of Education. *Education in Wales. Entrance Tests for Admission to Secondary Schools*. London, His Majesty's Stationery Office (1930). $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 36 p. (Memorandum No. 2. *Suggestions for the Consideration of Local Education Authorities and Teachers.*) 9d.

37 A. — 379.94 (714)

CANADA. — OFFICIAL REPORTS (B.I.E.)

PROVINCE OF NEW BRUNSWICK. *Annual Report of the Department of Education of the Province of New Brunswick for the School Year ended June 30th, 1947*. Fredericton, New Brunswick, 1948. $10 \times 6\frac{3}{4}$ ins. 218 p.

379.96 (687)

STATISTICS (B.I.E.)

DEPARTMENT OF PUBLIC EDUCATION — CAPE OF GOOD HOPE. *Educational Statistics 1946*. DEPARTEMENT VAN OPENBARE ONDERWYS — DIE KAAP DIE GOEIE HOOP. *Onderwysstatistiek 1946*. Cape Town, Rempress (Pty) Ltd., 1947. $9\frac{1}{2} \times 6$ ins. 256 p.

378 (684)

HIGHER EDUCATION (B.I.E.)

NATAL UNIVERSITY COLLEGE (University of South Africa). *Calendar 1948*. Pietermaritzburg, City Printing Works (Pty) Ltd., $8 \times 5\frac{1}{2}$ ins. 310 p. Illus.

379.94 (73)

OFFICIAL REPORTS (B.I.E.)

Annual Report of the Federal Security Agency—Section Two—U.S. Office of Education for the Fiscal Year 1947. (Washington, D.C., United States Government Printing Office, 1948.) 9×6 ins. viii and 80 p. 20 cents.

YEAR XXII

4th QUARTER 1948

No. 89

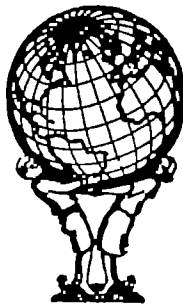
BULLETIN

OF THE

INTERNATIONAL BUREAU

OF EDUCATION

GENEVA



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GENEVA

INTERNATIONAL BUREAU OF EDUCATION

L THE EDUCATIONAL WORLD

In order to facilitate the card index classification of these news items by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

AFGHANISTAN

371. 15 (581)

Teacher Insurances (B.I.E.)

Sickness Insurance for Teachers.

A system of sickness insurance has been established in Afghanistan for the benefit of teachers, male and female, and also for civil servants and employees in the Ministry of Public Instruction. A sum of 100,000 afghanis, taken from the budget of the Ministry, has been earmarked for the preliminary expenses of this institution which began to operate on 21st March 1948 and already possesses a dental surgery and a maternity home. The funds of the institution are constituted by a small contribution from the salaries of insured persons. (*International Labour Review*, Septembre 1948.)

ARGENTINA

371. 6 (82)

School Buildings (B.I.E.)

School Building Plan.

The General School Board for the Province of Buenos-Aires has drafted a plan for school buildings which is estimated to cost 345 millions of pesos in its entirety. This plan provides for the construction of 1504 school premises for urban, suburban and rural districts, the reparation of 115 school buildings and the erection of 112 buildings for nursery schools. The magnitude of the plan makes it necessary to proceed to carry it out by stages.

371. 85 (82)

School Clubs (B.I.E.)

Child Painters' Clubs.

Clubs for young child painters owe their origin to the Education Council of the Santa-Fe Province. They are under the patronage of the art inspector and enjoy the collaboration of art teachers in the province. Nevertheless, the clubs are allowed as much autonomy as possible. The main object is to offer the child, through drawing, painting and craft-work, plenty of scope for exteriorization, free creative expression of his feelings and guidance in developing his esthetic tastes.

AUSTRALIA

374. 6 (94)

*Adult Education Activities (B.I.E.)***Education of
the Adult Citizen.**

The Commonwealth Office of Education is endeavouring to create a well-informed public opinion. It issues intriguing posters, with "Discussion Briefs" to be used in conjunction with the posters by group leaders. It also publishes fortnightly an illustrated "Current Affairs Bulletin", at a cost of fourpence, on such subjects as "You and your Neighbourhood", "Britain's Problems", "Why Immigrants?", "The United Nations", "Nationalisation of Banking", "Politics of the Atom", etc. These contain questions "To Start you Talking" and a list of books "for Further Reading". Both sides of debatable problems are given.

374. 1. — 371. 97 (94)

*Continuation Schools. —
Refugees (B.I.E.)***Continuation Classes
for Migrants.**

As part of the Commonwealth Government Scheme in bringing Displaced Persons into Australia, it is intended to institute a system of Continuation Classes in elementary English and Civics which will be available free of charge to Displaced Persons during the period of directed employment. In South Australia the basis of the arrangement makes it possible among other things for classes to be established if a teacher is available for the purpose wherever six or more migrants wish to have instruction in the subjects mentioned above, and for the class to be divided into two if it exceeds more than twenty-five in number.

AUSTRIA

374 (436)

*Adult Education (B.I.E.)***Secondary Schools
for Workers.**

Secondary schools for workers have now been in existence for twenty years. They enable professional workers to sit for the matriculation examination after nine semesters of study. At the present time there are two such schools for workers in official organisations and two for those in private institutions. They are particularly remarkable for the measures taken to ensure the best pupils and for the quality of the work undertaken.

377. 94 (436)

*Vocational Guidance (B.I.E.)***Vocational Guidance
Examinations.**

During the year 1947-1948, as many as 2800 candidates to 29 vocational schools and one normal school for teachers were given a vocational guidance examination before being admitted to

these schools. The control measures in force throughout the entire school year proved that the pupils of previous groups, who were not given an aptitude examination, produced average results considerably below those of the group examined. Consequently, the former scepticism of teachers towards vocational guidance has changed to an attitude of approval. The best proof of all of the efficacy of these tests is that teachers themselves have now asked for the introduction of the examination in schools where it does not yet exist.

BELGIUM

373. 54 (493)

Technical Education (B.I.E.)

Technical Education Congress.

A National Congress on Technical Education took place at Brussels on 31st March 1948. It was attended by leaders of the organisations which administer technical schools and by representatives of the trade unions and the Belgian Industrial Federation. The purpose of the Congress was to study the scheme for reform in technical education which the Belgian Government has been considering for some time (see Bulletin No. 87). Resolutions on various aspects of technical education were submitted and adopted.

BRAZIL

371. 735 (81)

Playing Fields and Playgrounds (B.I.E.)

Playing Space.

The Brazilian Federation of Associations of Physical Education Instructors is engaged in drawing up a national plan the object of which is to provide every municipality in Brazil with a park for children's games and a sports' field. The carrying out of this plan will imply the laying out of more than 1500 gardens and an equal number of playgrounds for children and young people.

BULGARIA

374 (4972)

Adult Education (B.I.E.)

Recreation and Culture.

An Act setting up a Recreation and Culture Fund in Bulgaria came into force on 5th March 1948. The purpose of the fund is to promote the better utilisation of the leisure time of salaried and wage-earning employees in the service of the State, in public and private establishments and in co-operative undertakings, and to meet their cultural needs. The methods to be employed include a) the establishment of rest centres and camps, b) education through workers' universities, conferences, libraries, reading rooms, exhibitions, etc.; c) the encouragement of art by means of choirs, group dancing,

orchestras, cinemas, theatres and concerts; d) the promotion of physical development by sports, excursions and similar activities, and e) the encouragement of and assistance in workers' cultural occupations. (*International Labour Review*, September 1948.)

BURMA

371. 12 (591)

Training of Teachers (B.I.E.)

Opening of a Training College.

In order to prepare for the anticipated inauguration of compulsory primary education throughout the country, a training college was opened in Rangoon in 1947-1948 with approximately 300 students. A characteristic feature of this institution will be the importance assigned to practical work and to teaching methods based on centres of interest.

CANADA

371. 12 (718)

Training of Teachers (B.I.E.)

Normal Schools and Normal Scholasticate Schools.

Young girls have many more facilities than boys to prepare for a teaching career in the Catholic schools of the Province of Quebec, states the Superintendent of Education in his latest report published in 1947. They have at their disposal 40 normal schools where, for a very small cost, they can spend two, three or four years and obtain therefrom a teaching diploma. After her ninth school year, a young girl who has studied successfully for two years at a normal school can obtain an elementary diploma, which entitles her to teach up to the 7th year inclusive. If she stays a third year, she can obtain a complementary diploma, or a superior diploma after a fourth year of training. The latter will entitle her to teach up till the 12th year, but few normal school students go beyond the elementary diploma. All girls' normal schools for lay female teachers are under the direction of religious teaching communities who have built, furnished and equipped their schools themselves.

For boys there are two State normal schools, the Laval and the Jacques-Cartier Normal Schools, both of which are day and boarding schools. Here only a very small charge is made for board, the Government paying all the other expenses. The head of each of these schools is a priest. Assistant priests help in the conduct of the house and undertake part of the teaching, but lay professors teach the larger number of the subjects in the course of study. The religious personnel also has its training houses called scholasticate normal schools. In these scholasticates the course is of two years' duration after the 11th school year for obtaining the complementary diploma, with an additional year for obtaining the superior diploma. Most of the

women's teaching communities also have their scholasticate normal schools where the course of study is similar to that in the girls' normal schools.

377. 922 (718)

Educational Guidance (B.I.E.)

Guidance Counsellors.

The report of the Director of Protestant Schools in the Province of Quebec, states that a guidance counsellor has been named for every high school under the Montreal Protestant Central School Board. Eighteen persons have been appointed, but most of them devote only part time to guidance work. An effort is made to provide this service for all pupils, but those having difficulties in their studies or in social relations are urged to take advantage of this service on their own initiative or they may be referred to the counsellor by the principal or a teacher. The programme provides for a system of cumulative records and will be extended to include vocational guidance as qualified personnel and up-to-date materials and information become available.

37 N (718)

Conferences (B.I.E.)

Conference of

French-speaking Teachers.

The first Conference of the Association of French Canadian Teachers was held in Ottawa from 27th to 29th August, 1948. Teachers from the nine Canadian provinces met in the federal capital to establish the bases for an organisation which will be called upon to play an important role in the survival and embellishment of the French language and Catholic faith in America.

37 N. — 374 (83)

CHILE

Conferences. —

Adult Education (B.I.E.)

**Conference
of Primary School
Inspectors.**

The National Conference of Primary School Inspectors, which recently met in Santiago, adopted several important decisions concerning education including a request for the opening of more day and evening schools for adults, the introduction of home-crafts in the school workshops, the increase in the number of itinerant schools for the people's cultural improvement, the intensification of the campaign for fundamental education.

CHINA

373. 5 (51)

Vocational Education (B.I.E.)

Vocational Schools.

The Ministry of Education of the Chinese Government announced on 29th February 1948 a plan for the development of national vocational education as a contributory measure in the economic reconstruction of the

country. The creation of provincial and municipal vocational school zones and the establishment of schools in such zones will be based on the needs arising out of local conditions (industry, agriculture, and transport). In districts (*hsiens*) in which the annual number of elementary school graduates exceeds 200, a junior technical school must be set up, either independently or jointly with a neighbouring district. If necessary, the district authorities may apply to the Central Government for assistance in the form of a subsidy. The sites of new technical schools will be chosen with a view to making the best use of both human and natural resources in the district.

COLOMBIA

37 P (86)

Research Institutes (B.I.E.)

**Establishment of
a Psychological Institute.**

The Council of the University of Bogota has decided to establish an Institute of Applied Psychology which will include several sections as follows: section for childhood and adolescence, university section, research section, medico-psychological section, and a section for the training of psychologists. The University of Bogota already has a Psychotechnical Department of which the new Institute of Applied Psychology will be an interesting development.

DENMARK

370. 7 (489)

Experimental Schools (B.I.E.)

**Modern Educational
Methods.**

The first Danish experimental school was opened in Copenhagen during the month of August 1948. It is a simple district primary school, under the direction of Mrs. Anne-Marie Nørvig, a school psychologist. There are about 370 pupils in the school distributed in 13 classes, of which the three first and the three second year classes are verily experimental. The school is housed in a former German school which was built during the occupation. It is now known as the *Emdrupborg*. The senior training college also occupies part of the building.

FINLAND

373. 105 (471)

Matriculation (B.I.E.)

**Matriculation Examination
Reform.**

Changes in the school leaving certificate examination which have been carried out experimentally during the past few years, came into force definitively by a decree of 26th September 1947. The written examinations will only include four compulsory papers, namely, the mother tongue (either Swedish or Finnish), the second language of the country, one modern foreign language, and a choice

between Latin, mathematics or science. The candidates may also sit for a supplementary examination in mathematics, science, and two foreign languages. In order to comply with these changes, the curricula of the State senior secondary schools in the Finnish speaking districts were modified on 12th March 1948. In all three classes of these schools the number of hours to be devoted to the study of Swedish has been augmented, to the detriment of gymnastics.

FRANCE

371. 13 (44)

In-service Training of Teachers (B.I.E.)

Training of Teachers In-service.

A series of measures have recently been initiated aiming to enliven the professional life of teachers while carrying out their functions and to introduce them to new teaching methods. In some cases certain days have been set aside for information or for discussion on special questions, in others exchanges have been arranged. A special course on scientific humanities, under the direction of Mr. Joliot-Curie, seeks to examine the fundamentals of a scientific humanism. Certain days have been devoted to study relative to the teaching of history with the collaboration of famous historians, others to the teaching of physics with the participation of scientists such as Louis de Broglie, others again to the teaching of music and singing or to educational films. Modern language teachers have also met in conference. The voluntary participation of teachers in these meetings, and the influence of these on the teaching staff as a whole and on public opinion is proving beneficial to the educational activity of the country.

373. 54 (44)

Technical Education (B.I.E.)

Extension of Scientific Training.

The syllabus for the technical school leaving examination (*baccalauréat*) and that of the entrance examination to the National Schools of Arts and Crafts are now very similar. The syllabus of the latter has been brought in line with the reform of these establishments by the addition of a fourth year of studies and with the idea of extending scientific training. Commercial subjects have also received attention of late; social and economic sciences are now to be included which will lead to a higher commercial certificate.

377. 912 (44)

Psychological Clinic (B.I.E.)

A New Educational Psychology Centre.

The Educational Psychology Centre at the Claude-Bernard Lycée in Paris has been in existence since 1946. A second centre of the same type, that of the Strasbourg Academy (1, place de l'Uni-

versité), opened its doors after the Easter holidays in 1948. In liaison with the organisations and services concerned with childhood irregularities which already exist, the Strasbourg Centre is intended to prevent and correct the maladjustment of children and adolescents to school, family and social life. School psychologists will maintain a visiting service to educational establishments. The directors of the new centre are Miss Boutonnier and Mr. Debesse.

GERMANY

37 L. — 37 P (43)

*Educational Documentation. —
Research Institutes (B.I.E.)*

**Opening of
Educational Centres.**

An educational centre (*Pädagogische Arbeitsstelle*) was opened at Wiesbaden during the summer of 1947. It is under the direction of Franz Hilker, Educational Adviser and former director of the Central Educational Institute in Berlin. The new institution should serve as a centre of documentation, educational research and international exchanges. It intends to publish a monthly educational journal, as well as books on education, and to organise courses, study circles and tours. In Münster, the former German Institute of Scientific Pedagogy has re-opened its doors and is preparing to establish daughter concerns in other towns.

378. — 374 (43)

*Higher Education. —
Adult Education (B.I.E.)*

**Study Facilities
for Gifted Adults.**

The Government of Schleswig-Holstein has issued a decree according to which adults between the ages of 25 and 40 years who have shown exceptional aptitude in their professional activity may be authorised to study at the universities, on condition that they pass an entrance examination, although not previously possessing the matriculation certificate. In Berlin, the democratic school law provides for the organisation of special courses and evening schools to enable gifted adults working in industry to complete their secondary school education and to sit for the matriculation examination.

GREAT BRITAIN

37 P (42)

Research (B.I.E.)

**Remedial Education
Centre.**

Under the direction of Professor F. J. Schonell, the recently established remedial education centre began its work in July 1948 within the department of research and higher degrees of the University of Birmingham Institute of Education. The City of

Birmingham education authority, the other local education authorities in the area, and the University department of paediatrics and child health are actively co-operating with the new centre. Its aims, as outlined by Professor Schonell, are: "The study of the problems of the "bright-retarded" child of normal and super-normal intelligence who is failing in his school work; the provision of practical training facilities for students taking the University diploma in the Psychology of Childhood or the post-graduate diploma in Educational Psychology; and the development of a diagnostic, remedial, and information service for local education authorities in the Institute area". The staff of the centre at present includes a psychologist as deputy-director and a social worker. Practical assistance will from time to time be given by the staff of the institute research department and the members of the psychological staff of the University department of education. Senior students will spend some time there as part of their course. The play therapy room will be designed so that they can observe children at play with all kinds of material and can at the same time study and use the various projective and play techniques, including sand, water, clay, finger painting, puppetry, and psycho-drama. (*The Times Educational Supplement*, 6th November 1948.)

373. 62 (41)

*Agricultural Teaching (B.I.E.)***A Crofters' College.**

A real contribution to the future prosperity of the Highlands, of practical importance although on a small scale, has been made by the Inverness-shire Education Committee which has recently bought a mansion house with adjoining arable land to be converted into a new-type education centre. It will be a kind of "Crofters' College" for students of 15 years of age and upwards who intend to make crofting, farming, or fishing their career. The curriculum, although including some general education, will stress practical activities common in the daily lives of island or coastal crofters, such as fishing, boat-and-net repairs, land cultivation and animal husbandry. Hitherto boys on crofts have picked up information and acquired skill in a haphazard manner; the new scheme will afford an opportunity of expert guidance and directed instruction with one year's free tuition and with bursaries for maintenance if required. It is hoped that this pioneer minor college of agriculture and fishing will be the first of a number to be set up by other local authorities.

37 C (42)

*Biographies (B.I.E.)***Obituary.**

Dr. Susan Isaacs, C.B.E., the eminent psychologist, died on 11 October 1948, at the age of 63 years. As Principal of Malting House School, Cambridge,

and later Head of the Department of Child Development in the Institute of Education, London University, she was able to apply her remarkable skill in child psychology and her deep knowledge of the emotional needs of children and of their unconscious mental processes. Mrs. Isaacs wrote several books, which did much to popularise child psychology, such as: *Intellectual Growth in Young Children*, *The Social Development of Young Children* and *The Nursery Years*.

GUATEMALA

375. 7 (728. 1)

Art Teaching (B.I.E.)

Art in School.

The director of the Esthetic Education Department is sending artistic missions throughout the country in a campaign to improve the art teaching in schools. He has organised a group composed of two artists responsible for the teaching of painting and school scenography, a specialist in the teaching of school dramatics and a specialist in puppetry. The director himself is collaborating in these missions by dealing with the methods of teaching art and music at school.

HUNGARY

371. 44. — 371. 94 (439)

*Children's Communities. —
Homeless Children (B.I.E.)*

A Children's Town.

Two years ago, through the initiative of the Ministry of Social Welfare, the foundations of a "children's town" were laid. To-day, nearly 300 orphans or neglected children have found a home there and benefit from an education preparing them for a healthy and well-balanced life. The "children's town" is situated near Hajduhadház, in the middle of an oak wood about two miles in width. There is a general school and a vocational school with workshops where the children can learn to become carpenters, locksmiths, blacksmiths, tailors, shoemakers or hairdressers. The town now possesses horses and tractors and the children also help with the work on the land and cultivate their own small gardens. Through various activities they learn to become independent and to share responsibilities thus making self-government possible. By secret ballot they elect a mayor, a captain of police, a chief judge, justices of the peace, a town clerk, judges and other officials from among the children over 10 years of age. The present mayor is a 16-year old boy. Foreign welfare organisations and the Hungarian States contribute towards its upkeep by gifts and financial grants. The Ministry of Social Welfare has decided to take the "children's town" as a model in the campaign which it opened in 1948 for the re-organisation of child welfare in Hungary.

ITALY

37 N (45)

Conferences (B.I.E.)

Educational Gatherings. The vast school reform which is now under way in Italy gave rise to numerous educational gatherings during 1948. In all fields, teachers and educational associations feel the need for meeting together for common action. Several conferences were organised directly by the Ministry of Education. These included the People's Education Congress at Rome, from 2nd to 5th May, the Infants Schools Conference, also in Rome, on 6th and 7th May, the Conference of One-Teacher Rural Schools in Parma, from 30th August to 4th September, the School and Public Libraries Congress in Palermo, from 15th to 17th November. The first of these gatherings was particularly important since it provided an opportunity for all persons and institutions concerned with adult education and the anti-illiteracy campaign in Italy to meet together and to co-ordinate their work. Each of the conferences also permitted a very fruitful exchange of views between school administrators and those actually engaged in teaching. The detailed account of the work of the conferences was published in the journal *La Riforma della Scuola*, dealing with various aspects of school reform.

371. 026 (45)

Home and School (B.I.E.)

**Closer Home
and School Relations.**

Since August 1945, when the A.N.S.I. (*Associazione nazionale per la Scuola italiana*) was founded, important efforts have been made to bring about better collaboration between parents and teachers in the education of their children. The A.N.S.I., which was formed by a committee of secondary school teachers and mothers and fathers of families, now has local groups through Italy. According to its statutes, it is rigorously non-political and has the following objectives: a) to federate all forces within the country desirous of collaborating in its work; b) to promote and co-ordinate the relationships between parents, teachers, educators and all those concerned with the moral and intellectual education of the young; c) to urge the inclusion of parents' representatives in local, provincial and national school councils, in order that parents may become active collaborators in the task of training young people; d) to publish a journal with the idea of spreading knowledge of the best educational methods among families and of giving them a clear conception of school and educational problems and their social value; e) to render public opinion conscious of the importance of these problems in a general way. The Association holds an annual conference attended by the representatives of local groups. The first two conferences were held in Rome in 1946 and

1947, the third at Bologna, in May 1948, Its journal bears the title of *Educazione*, and its headquarters are in Rome: Via Tagliamento, 14.

JAPAN

376. 1 (52)

Girls' Education (B.I.E.)

Women's Education.

Two girls 18 years of age have passed the entrance examination to the Yamaniashi Engineering College along with 28 boys. There were 149 applicants. (*The Nippon Times*.)

MEXICO

371. 121 (72)

Normal Schools (B.I.E.)

National School for Teachers.

The National School for Teachers in Mexico is one of the best equipped in existence. It was completed in November 1947. With its classrooms, halls, laboratories, playing fields and gardens, the school occupies an area of 119,000 sq.ms. The buildings comprise two normal schools for future teachers with 42 classrooms which can accommodate 3600 pupils (in two shifts) and the annexed experimental primary schools with 40 classrooms. The library can hold 200,000 books and the reading room can be used by 200 readers at a time.

NEW ZEALAND

371. 12 (931)

Training of Teachers (B.I.E.)

New Training College.

New Zealand, in common with many other countries, is faced with a severe shortage of teachers, particularly in view of the somewhat phenomenal rise in the number of births from 30,000 in 1937 to 50,000 in 1947 among a population of about 1,750,000, which will mean an influx of toddlers to the infants schools within the next five years. To help cope with the problem a fifth teachers' training college was opened in the spring of 1948 in what was an Air Force station 25 miles from Auckland. The college is residential but has to share the buildings with the engineering school of Auckland University College. The other four colleges, which have been in existence for over fifty years, are at Dunedin, Christchurch, Wellington and Auckland.

379. 67. — 379. 827

*Unesco Scholarships. —
Aid in Reconstruction (B.I.E.)*

Unesco Scholarships.

In accordance with a programme of scholarships recently initiated by Unesco, a first group of five students from Far-Eastern countries are expected

in New Zealand to study certain subjects which will be useful in the reconstruction of their country. The Government of New Zealand has set aside a sum of £ 15,000 for the carrying out of this project. The scholarships, each of £ 450, are generally awarded for a period of six months. The holders of the first five scholarships will be able to study the following special features : agriculture, education and country life, Maori education, social services, mining, engineering, pedagogy, technique of broadcasting. The final choice of candidates rests with the scholarship committee of the New Zealand National Commission for Unesco.

NORWAY

378 (481)

Universities (B.I.E.)

New University.

Norway's second University, which is to be opened at Bergen, will be organised on democratic lines from the first. Two features stand out especially : while at Oslo only the professors sit on the Faculty Board, at Bergen lecturers and students will also be represented ; secondly, the University is to have a Director as well as a Rector.

PAKISTAN

379. 75 (54)

School Policy (B.I.E.)

Principles of Education.

One of the first tasks of the new State of Pakistan, which came into being on 15th August 1947, was to determine its school policy. With this purpose in view, the first Pakistan Education Conference (of which we have already spoken in Bulletin No. 86) was convened to meet in Karachi from 27th November to 1st December 1947. One of the most important resolutions passed by the Conference stated that the educational system in Pakistan should be inspired by Islamic ideology emphasising among many of its characteristics those of universal brotherhood, tolerance and justice. The Government have accepted this resolution and educational authorities of the Central and Provincial Governments are engaged in the task of modifying the curricula and syllabuses in accordance with the guidance note issued by the Advisory Board of Education in implementation of the resolution.

PERU

373. 1. — 371. 232 (86)

*Secondary Education. —
Entrance Examinations (B.I.E.)*

**Admission to the
National Secondary
Schools.**

Several years ago a law was passed ensuring free secondary studies in the national schools of Peru. Now, owing to the increasing number of candidates for the humanities, a new decree of the President of the Republic, dated 20th January

1948, makes gratuity dependent on the following conditions: pupils must be at least 12 years old at time of enrolment; before admission to the first year of the middle school, pupils must successfully pass a maturity and aptitude test in arithmetic, elocution and composition. Students who have been rejected twice, or who fail the first time in the examinations at the end of the school year, or who are guilty of undesirable conduct, forfeit the benefit of free schooling. (*La Nouvelle Revue pédagogique*, July 1948.)

PHILIPPINES

375. 825 (914)

International Teaching (B.I.E.)

United Nations Teaching. Teaching about the United Nations and the Specialized Agencies is given in the universities and other establishments of higher education in connection with world history and correlated subjects. In the secondary and senior primary schools, the activities of the United Nations are studied in class with current events. For students preparing for diplomatic or legal careers, a course on the organisation of the United Nations is one of the compulsory subjects studied.

POLAND

375. [1-9] (438)

Teaching Aids (B.I.E.)

Teaching Aids. The National Establishments for School Supplies (P.Z.P.S.), opened in June 1947, have, during the first year of their activity, manufactured a vast amount of apparatus and other teaching aids, thus permitting the Ministry of Education to supply free of charge the first assortment of the equipment most indispensable for the smooth running of primary and secondary education. The distribution is maintained throughout the country, according to an official quota, by the 50 school inspectorates. Schools already provided with laboratories receive several sets of apparatus to enable them to carry out experiments in small groups. Technical and teaching instructions accompany all apparatus. Priority in distribution is accorded to schools in country districts and in small towns, as well as to those benefitting by interschool laboratories. (*Dz. Urz. Min. Osw.*, No. 5, 1948.)

378. — 379. 6 (438)

Higher Education. — School Policy from the Social Point of View (B.I.E.)

Admission of Candidates to Higher Education.

By virtue of an ordinance of the Minister of Education dated 12th August, 1948, the number of places in the first year of higher studies which will be reserved during 1948-1949 to candidates from the working class (both manual and intellectual) is given as : 1)

65% of students in the university faculties of agriculture, forestry, and veterinary medicine and in the higher schools of agriculture; 2) 60% in the other university faculties, the Academy of Stomatology, the Academy of Political Sciences and the higher Maritime School; 3) 80% in the higher Schools of Education; 4) 55% in the faculties of architecture, geodesy and geology of the polytechnical schools; 5) 60% in the other faculties of the polytechnical schools and in the Mining Academy at Cracow. The committees responsible for the admission of new candidates to the higher schools have the right either to increase or to decrease by 5% the proportions fixed, but in each case they must communicate their decision duly motivated in a report addressed to the Ministry of Education. (*Dz. Urz. Min. Osw.*, No. 10, 1948.)

PORTUGAL

371. — 371. 94 (469)

*Children's Communities. —
Homeless Children (B.I.E.)*

A Children's village.

For several years a boys' village, the *Casa do Gaiato*, has been growing up within thirteen miles of Porto. It is due to the initiative and devotion of Father Américo, an indefatigable apostle of homeless and neglected children, who is carrying out a fine piece of human rescue work. Each child—and there are about a hundred altogether, in principle not more than 15 years old—has his responsibilities. As far as possible the children's preferences and capabilities are taken into account. The farm draws many amateurs. The children have their own newspaper, written partly by the present and partly by the former pupils and by Father Américo. When they leave the village, they either become apprentices, or attend certain schools according to their ability, or they train for some vocation. They are not, however, left to fend for themselves. Both at Porto and at Coimbra there is a hostel run by former pupils where the children of this large family can live. The boys considered capable of following university studies successfully are given the opportunity of doing so. (*La Nouvelle Revue pédagogique*, November 1948.)

PUERTO RICO

379. 5 (729. 5)

The School and the Public (B.I.E.)

School Politics.

Although educational administration is centralised in Puerto Rico, the islanders take an active interest in school politics. Parents' associations connected with each school, and civic, philanthropic and cultural societies as well as various denominational religious organisations exercise a beneficial influence on education. Provision is made for the instruction of adults in the elementary schools. In 168 urban

and rural groups schools for adults have been organised free of charge. There are also 30 evening courses of secondary school standard with a total of 7073 pupils enrolled, of whom 387 have completed the studies necessary for the secondary school certificate. The classes arranged for ex-servicemen, vacation schools and visual instruction courses are also worthy of mention.

SPAIN

378. 9 (46)

University Foundations and Organisations (B.I.E.)

Students' Hostels.

The educative influence of the *Colegios Mayores*, which serve as hostels for university students, is commensurate with the number of boarders. This is the reason for a new regulation fixing 120 as the maximum number of students who may be admitted to the *Colegios Mayores* established directly by the universities. The "collegians" will be selected in proportion to the number of students enrolled in the different faculties or university institutes.

371. 244 (46)

Time-Tables (B.I.E.)

Time-Tables.

The Ministry of National Education has recently issued a regulation concerning the time-table for the morning classes in all school establishments of whatever grade controlled by the Ministry. Henceforth — no matter whether in primary school or university — no class may begin work before 9 a.m., and all courses should finish at 2 p.m.

SUDAN

376. 1 (624)

Girls' Education (B.I.E.)

Progress in Girls' Education.

Latest figures from the Sudan show that encouraging progress in facilities for the education of girls is being maintained in this country, and that the prejudice against such education is gradually breaking down. This is largely due to the fact that since the inauguration of the Government's plan for free elementary schools for girls, twenty-five years ago, instruction has been in the hands of Sudanese mistresses and has been given entirely in Arabic with as little disruption in Muslim ways and customs as possible. From a modest beginning of five elementary schools for girls in 1921, the number rose to 43 in 1939, and now stands at over 70 with a prospect of 10 more next year and at least 10 in every subsequent year. There are now three intermediate schools; the first was opened in 1940. When the girls' training college was founded in 1921 only five students could be persuaded to train as teachers. In 1946 there

were 130 girls in residence and over 300 had applied for 40 vacant places. The increasing demand for more schools at all levels is perhaps one of the most encouraging signs at the present time.

SWEDEN

371. 732 (485)

Sports (B.I.E.)

Sports and Equipment.

Most secondary schools, and many primary schools in Sweden are equipped with gymnasia and good gymnastic apparatus, and have the possibility of shower baths after the lesson. However, since about 1940 no permission has been given to build new gymnasia, whereas new secondary schools to accommodate more than a thousand children have been built. This has necessitated having large gymnastic groups, sometimes including three classes or about 90 pupils at a time. The school yards and communal sports' fields are used for outdoor games and athletics, and certain days are devoted to other outdoor activities such as skiing, path-finding and land exercises, in which all teachers in the school have to help. A good voluntary association for school sports and games helps schools with an athletic association to obtain the necessary equipment for training for the school athletics badge.

37 N

Conferences (B.I.E.)

Scandinavian

Teachers' Meeting.

The 5th Scandinavian Educational Conference was held in Stockholm in August 1948 at the same time as the 14th Meeting of Danish, Norwegian and Swedish primary school teachers. As many as 3,000 members from the five Scandinavian countries participated in the Conference. The Ministers of Education in Denmark and in Norway were also represented. A committee was appointed to study the question of establishing an advanced training college for the Scandinavian countries.

SWITZERLAND

378. — 371. 12 (494)

*Higher Education. —
Training of Teachers (B.I.E.)*

**Institute of Educational
Sciences.**

The Institute of Educational Sciences, which was formerly only connected with the faculty of Letters of the University of Geneva by a convention, has now become an integral part of the University with the status of an inter-faculty Institute. The Institute will still continue to be responsible for the training of teachers for the various grades of schools. Students will, however, also be able to obtain a bachelor's degree (*licence ès sciences de l'éducation*), with mention of applied psychology or pedagogy, after a minimum

of six semesters of study and personal research. Holders of this degree will be entitled to prepare for the doctor's degree in educational sciences.

373. 55 — 374. 1 (494)

*Domestic Science. —
Post-School Courses (B.I.E.)*

**Compulsory Domestic
Science Teaching.**

In the Canton of Uri, the Grand Council has decided to make post-school courses in domestic science compulsory for all girls during the two years following that in which they leave the primary school. In the Canton of Valais, a new law concerning primary education and housecraft training was passed in 1947. This provides two types of training for young girls: *a*) in schools with a two-year course of study (14 to 16 years) in communes where are likely to be at least 12 pupils per class; *b*) in domestic science courses extending over four years (15 to 19 years) and totalling 150 hours per year, in communes where the number of pupils would not be sufficient to justify opening housecraft schools properly so-called. Such schools and courses must be organised by the communes and the State within the next ten years. Moreover, even before the passing of this law, the cantonal authorities had made efforts to extend teaching of domestic science to all the population. They had inaugurated a domestic science section in the normal school for the training of teachers, opened 36 domestic science schools throughout the canton and had sent a visiting staff to teach this subject in the mountainous villages.

TURKEY

375. 6 (496)

Religious Teaching (B.I.E.)

**Religious Instruction
in Primary Schools.**

One important change that will be watched with great interest during 1948-1949 is the inauguration of optional religious instruction in primary schools for a period of two hours on Saturday afternoons. This instruction will be optional in two senses; the teachers will not be compelled to give the courses, nor will the pupils be made to follow them. Teachers willing to take part in the experiment will be specially trained in a school which is to be opened in Istanbul. Regulations for this school have already been drawn up and sent to the Director of Education.

UNION OF SOUTH AFRICA

371. 98. — 373. 52 (687)

*Native Education. —
Agricultural Teaching (B.I.E.)*

Agricultural Training.

Reporting on Native education in the Province of the Cape of Good Hope, the Superintendent of Education states that at the beginning of 1946 a

special one-year course in agriculture was started at Umtana Training School. At the same time an Inspector of Agriculture was appointed for the purpose of organising agriculture and gardening in Native schools. Provision for tools and equipment has also been made on a far more liberal scale than in the past. There are now two secondary schools of the "School Farm" type in operation at Freemantle and Mount Arthur, for boys and girls respectively, and one primary school at Nyanga (Engcobo). There are possibilities of this type also at other centres, e.g. at Taunga, where the Native Affairs Department has released a considerable extent of irrigable land for the purpose. It is the Department's intention to develop these and to organise school gardening wherever possible with a view not only to teach scientific methods of agriculture but also to encourage the production of food for the children's use.

UNITED STATES

379. 96 (73)

Statistics (B.I.E.)

Record Enrollment.

A record number of nearly 32 million students will be enrolled in United States schools and universities at the beginning of the school year 1948-1949, according to statistics issued by the Office of Education. Of these, 23 million will be in elementary and secondary schools, about 6 million in high schools, and about 2½ million will attend colleges and universities. This increase of about 760,000 over the figures for the previous year, marks a trend toward increasing enrollments which is expected to reach its peak in 1953, when the total number of students will exceed this figure by an estimated 7 millions. The increase is attributed in large part to the United States' soaring birthrate during and since the war.

37 P (73)

Educational Institutions (B.I.E.)

The Metropolitan School Study Council.

Teachers College Record of Octobre 1948, contains a detailed report of the six years' work in co-operative research of the "Metropolitan School Study Council", an association of more than 70 school systems located largely in the New-York metropolitan area. The Council is financed by the membership dues of these school systems; it has called upon the services of 3,000 skilled teachers and administrators, has issued 56 publications and 4 motion pictures and has published a magazine with a circulation of 20,000 copies. It uses the research facilities of Teachers College, Columbia University, and its Executive Secretary is Dr. Paul Mort, Professor at Teachers' College. Distressed by the time lag between the invention and refinement of new practices, and their widespread application in the

schools, the Council finds action imperative: changes must be made *now*. The heart of the Council's research is "a study of those elements in a school setting which, when properly developed and utilized, make for a powerful programme of education: it has been called "Educational Dynamics". The headings of the report are: Co-operative Research; Co-operative Action; Impact of the Council on the Teacher, the Students, Boards of Education, the Administrator; A Council Community; Intercommunication among Communities of the Council; Educational Research; an Evaluation; a Look Ahead. It is claimed that the work of the Council has affected the life of at least 300,000 schoolchildren.

37 P (73)

Educational Institutions (B.I.E.)

The Commission of Education.

After 14 years of valuable service as United States Commissioner of Education, Dr. John Studebaker resigned from his post on 15th July 1948. He has now entered the field of educational journalism. As Vice-President and Chairman of *Scholastic Magazines*, Dr. Studebaker supervises the correlation of *Scholastic Magazines'* editorial services for the English and social studies curricula of the junior and senior high schools. He is also assisting in developing a new periodical to be launched shortly. The Federal Security Administrator has designated Mr. R.I. Grigsby as Acting Commissioner of Education. As well as directing the U.S. Office of Education — which is the function of the Commissioner of Education — Mr. Grigsby will continue to serve as Director of its Division of Auxiliary Services.

37 N (73)

Conferences (B.I.E.)

Work Conference.

More than 50 leaders in elementary education from 21 states met from 31st May to 12th June in a work conference called by the United States Office of Education, Federal Security Agency. The national conference was held under the direction of the Division of Elementary Education. Members worked on such specific projects as the following: Preparation of state guides for elementary science, for health and physical education, and for other phases of elementary education; programs for preparation of county or parish supervisors; programs for year-round elementary schools; organizing state-wide curriculum programs; programs to improve preparation of teachers; methods of evaluating programs in elementary education; better utilization of curriculum guides; and programs of instruction for home-bound children. (*Education News*, 22nd June, 1948.)

URUGUAY

371. 735 (891)

Organised Recreation (B.I.E.)

Playgrounds for Children. The Ministry of Education has taken the initiative of organising physical training games and educational games for children between the ages of 4 and 12 years in the municipal parks of Montevideo. These games will be held on Saturdays and on Sunday afternoons, under the direction of young women teachers who will take into account the children's age and temperaments.

371. 272

School Canteens (B.I.E.)

School Canteens. In order to extend the benefit of school canteens and milk distribution to a larger number of schoolchildren in the provinces and in the capital, the tax on alcohol has been increased from 20 to 40% so as to provide funds for this service. As a result, the number of schoolchildren now exceeds 40,000, about double the previous number.

U.S.S.R.

371. 12. — 375. 13 (47)

*Training of Teachers. —
Modern Languages (B.I.E.)***Modern Language
Teaching.**

An educational institute for the teaching of foreign languages has been opened in Tashkent, capital of the Soviet Republic of Uzbekistan. This year there will be 150 students, but it is expected that the number will soon exceed 500. There will be seven professorships for the teaching of various languages, including French and English. The institute has a large library. Throughout the U.S.S.R. in general there is an intense development in the teaching of foreign languages.

372. 21 (47)

*Pre-school Education (B.I.E.)***Kindergarten.**

The professional training of kindergarten teachers is provided in special sections of the Educational Institutes in Moscow and Leningrad. There is a special educational journal dealing with problems of pre-school education. The teaching is based on child psychology. Great importance is given to two factors: 1) to accustom the child to his immediate environment by introducing the play element in particular; 2) to develop the artistic sense of the pupil through handwork.

YUGOSLAVIA

379. 67. — 378 (4971)

*Scholarships. —
Higher Education (B.I.E.)***Student Aid.**

Yugoslavia is endeavouring to develop higher educational studies throughout the country. Last year, 7362 students of the University of Belgrade, or a third of the total number, were awarded scholarships; 2339 students live in the colleges, 5400 frequent the university restaurants.

INTERNATIONAL EDUCATIONAL ACTIVITY

371. 037. — 379. 826

*Youth Movements. —
Unesco (B.I.E.)***International
Youth Work Camps.**

The great value of the work camp as a school of democracy and social equality needs no further demonstration. The first was organised twenty years ago by the International Federation of Youth Hostels and the Voluntary International Service for Peace. Unesco, seeing in these work camps one of the best means of developing international understanding among the youth of all countries, is actively interested in this enterprise. Under its auspices hundreds of young men and young women, from all parts of the world, are meeting in different corners of Europe to take part in the work of reconstruction being organised in 135 international youth work camps in twenty countries devastated by the war. Overseas volunteers labour side by side with the thousands of European volunteers in the reconstruction of damaged schools, rest homes and hospitals and in the building of "children's villages" for war orphans, nurseries, shelters, playgrounds, etc.

375. 825

*International Teaching (B.I.E.)***Unesco Competitions
for Schoolchildren.**

Two competitions on the theme of building together a new world, one essays and the other posters illustrating the activity of Unesco, are open to schoolchildren of the member countries. One of the competitions is for children from 12 to 15 years and the other for those from 15 to 18 years of age. Both aim to interest a large public in the work of Unesco and thus, indirectly, in the activity of the United Nations as a whole.

379. 824

*International Action (B.I.E.)***International Study
and Work.**

The Rotary International and the Carnegie Endowment for International Peace, together contributed \$ 12,000 towards the cost of the United Nations' plan for bringing 40 students from as many

member nations to work as 'interns' in the various departments of U.N.O. at Lake Success during the summer of 1948. The scheme was regarded as an experiment, to be repeated on a larger scale next year, if it should prove successful. The students were unpaid, but their transport expenses to and from New York and their board and lodging was covered by their governments and the Rotary and Carnegie contributions respectively.

37 N. — 613. 86

*Conferences. —
Mental Health (B.I.E.)*

Mental Health Congress. Altogether some 2000 delegates from over 50 countries assembled in London for the Mental Health Congress, which opened on 11th September, 1948. Actually the congress consisted of three separate conferences on child psychiatry, medical psycho-therapy, and mental hygiene, the latter not opening until the following week. All the topics discussed were of great importance at the present time; they were particularly relevant to the social upsets of the world as well as to the unhappiness of individual children and their families.

37 N

Conferences (B.I.E.)

**Educational Conference
at Mainz.**

Under the general theme of "The contribution of science and technique in the preparation of mankind", an international educational conference will open in Mainz on 24th April 1949. The detailed agenda includes the following points: 1) Science and technique in the education of mankind; 2) contribution of psychology (teaching methods, selection, vocational guidance); 3) technical methods as teaching aids (material for experiments, school films, school broadcasting, gramophone records and printing press); 4) craftwork; 5) the present state of school reforms in different countries.

371. 94

*Homeless and Neglected Children
(B.I.E.)*

**To Save German
Youth.**

An international conference was called by "Save Europe Now" to discuss welfare and re-settlement work among wayward, vagrant and endangered children and youth in Germany, as it was felt that the extent of the problem is alarming and that it is one which affects the future peace and prosperity of all Europe. The conference was held at Fredeburg in Sauerland, in the British Zone of occupation, from 15th to 19th September, 1948. It was attended by 65 delegates from relief agencies and youth welfare organisations, from America, Belgium, Denmark, Eire, France, Great Britain and Northern Ireland, Holland, Italy, Norway, Sweden, Switzerland;

and from the American, British and French Military Governments, and by 60 delegates from the German Governments and voluntary organisations. A list of 32 recommendations, many of which are educational measures, was adopted and the Conference urged that immediate action be taken by the Military Governments and German L nder Governments of the three western zones. (*German Educational Reconstruction Bulletin*, September-October 1948.)

37 N. — 371. 293

Conferences. —
Open-Air Schools (B.I.E.)

International Conference
on Open-Air Schools.

The IVth International Conference on Open-Air Schools will be held in Rome from 20th to 28th April 1949. This conference carries on an old tradition; the first was held in Paris in 1922, the second in Brussels in 1931, and the third in Bielefeld in 1934. The discussions of the fourth Conference will centre around the following points: 1) Education in the open-air as a basis of school reform; 2) collaboration between doctors and teachers; 3) construction of schools on open-air principles; school equipment and teaching material specially studied and adapted for education in the open-air. Two international exhibitions will be opened at the same time, one on open-air institutions and the other on children's books. Delegates will be able to visit open-air schools in Rome, Naples, Florence, Bologna, Milan and Turin. The Conference is being organised by the Italian Committee for Open-Air Education, whose president is Mr. Guido Gonella, Minister of Education. This Committee has undertaken to publish the *Bulletin international de l' ducation de plein air*, which has reappeared since November 1948 under the auspices of the Italian Minister of Education and contains detailed information on the organisation of the forthcoming conference.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

37 N

INTERNATIONAL CONFERENCES (B.I.E.)

XIth International Conference on Public Education, convened by Unesco and the I.B.E. Proceedings and Recommendations. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 107, 1948. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 118 p. Fr. 5. — Apart from the reports on educational developments in the various countries, the 1948 Conference studied three special questions which had previously been the object of investigations by the International Bureau of Education and by Unesco: 1) The teaching of handwriting; 2) the development of psychological services in education; 3) the development of international understanding among young people and teaching about international organisations. This volume contains a summary of the discussions, the text of the recommendations adopted by the Conference for transmission to the Ministries of Education throughout the world, and the text of the tributes paid in commemoration of the centenary of the death of Marc-Antoine Jullien, the forerunner of international collaboration in educational matters and the originator of comparative education.

375.825

INTERNATIONAL TEACHING (B.I.E.)

ADAM, Thomas R. *Education for International Understanding*. New York, Institute of Adult Education, Teachers College, Columbia University, 1948. $7\frac{1}{2} \times 5$ ins. viii and 182 p. — Public attention being focused upon international affairs, the Institute of Adult Education, in co-operation with the American Association of Adult Education, undertook a study of the forces present in American life that make possible understanding of international matters, from the point of view of the ordinary citizen in the ordinary community. As the study progressed, it became evident that tons of print circulated by well-intentioned organisations were being wasted because they were outside the realities of experience of ordinary persons. The book is intended for leadership groups, and for the people responsible for the policies of a multitude of organisations operating at regional or national levels.

375. [1-9]. — 375.825

TEXTBOOKS. — INTERNATIONAL TEACHING (B.I.E.)

QUILLEN, I. James. *Textbook Improvement and International Understanding*. Washington, D.C. American Council on Education, (1948). $8\frac{1}{2} \times 5\frac{3}{4}$ ins. viii and 78 p. Bibliogr. \$1.00. — Following on several analyses of American school textbooks published by the A.C.E. (*Latin America in School and College Teaching Materials, Treatment of Asia in American Textbooks, A Study of National History Textbooks Used in the Schools of Canada and the United States*), comes this full and impartial review of activities undertaken in the field of textbook

revision, both internationally and—more specially—in the U.S.A. Prepared by Professor Quillen of Stanford University, for the Committee on International Education and Cultural Relations of the A.C.E. and the U.S.A. National Commission for Unesco, this booklet gives in an appendix the author's recommendations for action in the U.S.A. and for action by Unesco, as well as a model plan for textbook-analysis, all of which should prove useful to educators and historians in many countries.

379.826

UNESCO (B.I.E.)

MINISTRY OF EDUCATION AND THE SCOTTISH EDUCATION DEPARTMENT. *Unesco and a World Society*. London, H.M. Stationery Office, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 46 p. Diagrams. (Pamphlet, No. 12). 1s. — A very useful booklet containing the information needed in Great Britain by educators and all who wish to work for better international relations. An appendix gives the names, addresses and nominating bodies of people serving on the United Kingdom committees, sub-committees and national co-operating bodies.

370.3 (42)

PHILOSOPHY OF EDUCATION (B.I.E.)

CLARKE, Sir Fred. *Freedom in the Educative Society*. London, University of London Press (1948). $7\frac{1}{2} \times 5$ ins. 104 p. Index. (Educational Issues of To-Day.) 4s. 6d. — In this deeply serious little book, Sir Fred Clarke seeks for a philosophy of education valid in the Britain of to-day. An authoritative collective society is a Community of Authoritative Prescription; Britain has chosen to be on the contrary a Community of Persuasion, whose whole life is education, the education of free men. The moral relativism, so prevalent to-day, threatens its cohesion. "We cannot hope to build a solid structure of education on moral and intellectual confusion, even though we call the confusion democracy". These pages draw the reader's attention to the seriousness of the situation and to the need of thinking about it.

370.3. — 371.18 (73)

PHILOSOPHY OF EDUCATION. — COLLECTIVE ACTION AMONG TEACHERS (B.I.E.)

Cooperation in General Education. A Final Report of the Executive Committee of the Cooperative Study in General Education. Washington, D.C., American Council on Education, 1947. 9×6 ins. xviii and 240 p. \$ 3. — This study grew out of the interest of a number of colleges in improving their programs in general education: 22 colleges of very varied types, scattered all over the U.S.A., were selected and participated actively in the work, thus helping to develop an underlying philosophy. Major projects to find out the actual needs of the students were carried out through the use of "inventories" as an objective instrument (long lists of possible choices checked by the students as: approved, disapproved or undecided): 1) in the Humanities (general goals of life, tastes in fiction—what students think about art); 2) in the Social Sciences; 3) in Science; 4) in Student Personnel. The conclusions reached concerning general education in the junior college are interesting and the book is valuable as a detailed description of cooperative work carried out by educationists.

370.3 — 375.40 (73)

PHILOSOPHY OF EDUCATION — SOCIAL STUDIES (B.I.E.)

LEVI, Albert William. *General Education in the Social Studies*. Washington, D.C., American Council on Education, 1948. 9×6 ins. xviii & 336 p. \$ 3.50 (The Cooperative Study in General Education). —

One of the detailed reports of the above mentioned Cooperative Study. Two inventories were developed, tested, revised, and are here analysed: an Inventory of Social Understanding and an Inventory of Beliefs about Postwar Reconstruction. Facts concerning the students, social attitudes, straight and crooked thinking, knowledge, prejudices and factual ignorance, were thus ascertained and discussed as to their results. The latter part of the report deals with the need for a comprehensive and integrated curriculum for the social studies in the junior college and gives a detailed and rather formidable plan for a two years course of 5 hours per week, the content of which is the whole of society and not this or that aspect only.

370.5

EDUCATIONAL TECHNIQUE (B.I.E.)

SAYERS, Dorothy L. *The Lost Tools of Learning*. London, Methuen, 1948. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 30 p. 1 s. — Miss Sayers, in this challenging and witty pamphlet, bemoans the fact that our schoolchildren "learn every thing, except the art of learning." The cause and the remedy she points out will probably not appeal to many, even if they agree that: "the sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain."

379.96

STATISTICS (B.I.E.)

SUMNER, W. L. *Statistics in School*. Oxford, Basil Blackwell, 1948. 184 p. Index. $8 \times 5\frac{1}{2}$ ins. 9s.6d. — The increasing extent to which the published results of psychological researches and test analyses are set down in mathematical form, makes it incumbent on the student of education to understand the simple statistical methods most frequently used. This book provides a good introductory study for both student and teacher. Particularly useful are the chapters on examinations, tests and marking.

370.46

EXPERIMENTAL PSYCHOLOGY (B.I.E.)

VALENTINE, C. W. *An Introduction to Experimental Psychology*. London, University Tutorial Press (1947). 4th Ed. 7×5 ins. viii and 286 p. Bibliogr. 5s. — Revised and enlarged in the light of new investigations, Part I of this valuable little textbook contains detailed instructions for carrying out the experiments, while Part II discusses their results, the chapters being numbered so as to correspond: Students can carry out—without the professor and without apparatus (except such as can easily be made with pen and paper)—nearly all the experiments. These bear on topics particularly interesting to the student of education: attention, economical methods of learning, mental work and fatigue, rote memory or rational memory, etc.

136.7

CHILD PSYCHOLOGY (B.I.E.)

BOWLEY, Agatha H. *Everyday Problems of the School Child*. Edinburgh, Livingstone, 1948. $7\frac{1}{2} \times 4\frac{1}{4}$ ins. viii & 142 p. Illus. 7s.6d. — There is much wisdom, understanding sympathy and a wide experience of children of all ages (pre-school, infant, junior and secondary) in this practical latest book by Dr. Bowley. Young teachers will realise, as they read, how useful it is to have children interpreted to them for "a theoretical knowledge of child psychology is not enough, a working knowledge and experience of real living children" must be added. There is a bibliography to each chapter. The pages on the teacher and the parent are particularly noteworthy.

136.7

CHILD PSYCHOLOGY (B.I.E.)

BENJAMIN, Zoë. Emotional Problems of Childhood. London, University of London, 1948. 11×5 ins. xii & 178 p. Bibliogr. 7s.6d. — In this volume Miss Benjamin goes into much greater detail than in her former book on, *The Young Child and His Parents*, in dealing with the numerous problem situations that occasionally arise for parents and others with children of all ages. She analyses the causes of undesirable behaviour, describes very efficiently how common sense, honest self-criticism, sympathy and tact in the parents can apply psychological knowledge to securing harmonious family relationships and can help children to grow into well adjusted individuals, prepared to share in the responsibilities of the community at large.

136.7

CHILD PSYCHOLOGY (B.I.E.)

ISACCS, Susan. Troubles of Children and Parents. London, Methuen, (1948). 7½×5 ins. xiv and 238 p. Bibliogr. 8s.6d. — The material in this book was selected by the late Dr. Isaacs from a much larger bulk of actual letters from parents and nurses, and the answers she gave them in the *Nursery World* during the years 1929-1936. It covers many problems of the early childhood years, dealing with them frankly and sympathetically, as well as with the knowledge and wisdom of one of the most experienced of child psychologists. There is nothing theoretic or abstract about the book, as the letters give vivid pictures of actual families and the attitudes of parents and nurses.

37 E. — 572.2

REFERENCE BOOKS — RACES OF MANKIND (B.I.E.)

Oxford Junior Encyclopedia. (General Editors: Laura E. Salt & Geoffrey BOURMPHREY; Illustrations Editor: Helen Mary PETTER). Volume 1 Mankind. London, Geoffrey Cumberlege, Oxford University Press, 1948. 10×7½ ins. xvi & 496 p. Illus. (8 colour plates & Photographs). 30s. — This new encyclopaedia, which will be complete in 12 volumes, has been conveniently arranged so that each volume will deal with one subject group, complete in itself, and having its own individual character: Volume I centres around "Mankind" in its fullest and widest sense and contains a wealth of information on the different peoples of the world, both ancient and modern, their manner and place of living, customs and beliefs. Within each volume the subject headings are arranged alphabetically and there are many cross references and beautiful illustrations. Future volumes will deal respectively with Natural History, The Universe, Communications, Great Lives, Farming and Fisheries, Industry and Commerce, Engineering, Recreation and Crafts, Law and Order, The Home and The Arts.

37 E. — 378 (42)

REFERENCE BOOKS. — HIGHER EDUCATION (B.I.E.)

Handbook to the University of Oxford. Oxford, at the Clarendon Press, 1948. 7½×5 ins. xii & 432 p. Illus. Index. 7s.6d. — The larger and descriptive part of this handbook is well illustrated with photographs and maps. It contains chapters on the history and constitution of the University, its architectural features, its many cultural, social and athletic facilities, as well as a full account of the different Schools and special studies available. Part II is a detailed and authoritative guide to the rules and regulations of the University, its degrees, diplomas, certificates and scholarships.

37 E. — 378 (42)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

Higher Education in Great Britain and Ireland. A Handbook for Students from Overseas. London, Published for the British Council and The Universities Bureau of the British Empire by Longmans, Green & Co. (1948). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 112 p. Illus. 3s.6d. — In a handy form, this handbook provides the essential information on all forms of higher education in Great Britain. Part I gives a general view of the British Universities and detailed information concerning courses and degrees, conditions of entrance, cost of residence and study, etc. Technical Colleges and other Non-University facilities, including short courses for oversea students, are discussed in Part II, while Part III contains a directory of subjects and facilities for study, details concerning fees and other charges, hostel accommodation, and courses and fees at Residential Colleges for Adult Education.

37 E. — 378 (73)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

BRUMBAUGH, A. J. (Edited by) **American Universities and Colleges.** Washington, D.C., American Council on Education, 5th Ed. 1948. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 1054 p. General Index. Institutional Index. \$ 8. — The last edition of this comprehensive guide to American institutions of university and college rank, was published in 1940 (previous editions at intervals of four years). Thus the present volume is all the more important as it brings up to date information concerning the tremendous changes that have taken place in higher education in the post-war years. Part I is descriptive of the various aspects of American higher education while Part II supplies full and pertinent data from authoritative sources about the 820 accredited institutions, supplemented by statistics in the appendices.

37 E. — 378 (73)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

BOGUE, Jesse P. (Edited by) **American Junior Colleges.** Washington, D.C., American Council on Education, 2nd Ed. 1948. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 538 p. General Index. Institutional Index. \$ 6.50. — A companion volume to the above, following the same lines of treatment but furnishing in compact form detailed information concerning the 652 accredited junior colleges (first two years of undergraduate study) in the United States.

37 E. — 374.1. — 373.5 (42)

REFERENCE BOOKS — FURTHER
EDUCATION. — VOCATIONAL EDUCATION
(B.I.E.)

LONDON COUNTY COUNCIL. **Floodlight.** A Guide to Further Education. London, L.C.C., 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 124 p. 6d. — A simple and comprehensive statement of the facilities for study and training in the numerous colleges, institutes, schools of art and crafts, etc., maintained and aided by the L.C.C. Following the long alphabetical list of subjects available, it gives details concerning fees, lists of the different types of institutes, full-time and part-time courses.

374.1. — 371.937 (42)

FURTHER EDUCATION. — YOUTH
MOVEMENTS (B.I.E.)

STIMSON C. **Education after School.** London, Routledge and Kegan Paul (1948). $8\frac{3}{4} \times 5\frac{3}{4}$ ins. x and 180 p. Index. 15 s. — This volume of the "International Library of Sociology and Social Recon-

struction" (Editor: Dr. Karl Mannheim) throws much light on the living conditions and the educational needs of adolescent boys and girls in a big industrial city of Northern England. The author went to live among them and started a club for them, using her experiences to undertake for the University of London a research into the problem of the provision of education for young workers after they leave the primary school, both in its practical and theoretical aspects. This research, carried out with intelligence, sympathy and realism, is described in detail; some of its conclusions are startling.

371.42. — 374.1 (42)

SCHOOL REFORM. — FURTHER
EDUCATION (B.I.E.)

NOTTINGHAMSHIRE COUNTY COUNCIL. A Scheme of Further Education and Plan for County Colleges in Nottinghamshire. Nottingham (1948). $9\frac{1}{2} \times 7\frac{1}{4}$ ins. 116 p. Map. — A long-term scheme making provision for full-time and part-time further education of a general character and also for agricultural and horticultural education, prepared in pursuance of the statutory requirements laid down in Section 41 of the Education Act, 1944. The scheme envisages the development of the existing service of youth, various informal activities for adults, and training courses for teachers, youth leaders and community centre wardens. Consultation and co-operation with other authorities is ensured.

371.42 (42)

SCHOOL REFORM (B.I.E.)

London School Plan. Development Plan for Primary and Secondary Education adopted by the London County Council under the Education Act 1944. (London County Council), 1947. $9\frac{3}{4} \times 7$ ins. 274 p. Index of Schools. Subject Index. 5s. — A full account of the principles underlying the L.C.C. development scheme and the problems to be faced, with tabulated details concerning primary and secondary schools, boarding and other arrangements, including arrangements for pupils requiring special educational treatment, transport, playing fields, and capital expenditure. Further details are given in the appendices, and nine large maps of the various divisions into which London is divided for the purpose of the plan are contained in a separate case.

371.42 (42)

SCHOOL REFORM (B.I.E.)

SOMERSET COUNTY COUNCIL. New Schools for Old. An Account of the Development Plan for Primary and Secondary Education prepared by the Somerset County Council under the Education Act 1944. (Taunton) $8\frac{3}{4} \times 11$ ins. 40 p. Illus. 1s. — Contemplated developments in Somersetshire with plans and sketches of typical schools for different areas and details of the proposals for the future of each school. (See also Bulletin No. 88.)

37 A. — 379.9 (42)

ENGLAND AND WALES. — OFFICIAL
REPORTS (B.I.E.)

MINISTRY OF EDUCATION. Education in 1947 being the Report of the Ministry of Education and the Statistics of Public Education for England and Wales. London, His Majesty's Stationery Office, 1948. $9\frac{3}{4} \times 6$ ins. 202 p. 3s.6d. — Since the preparation of formal Reports by the Board of Education was suspended during the war years (the last to be presented was published in May 1939 and covered the calendar year 1938), this present volume is the first Annual Report to be presented by a Minister of Education for England and Wales. In style it follows that of its predecessors, Part I being devoted to information concerning

primary and secondary education, further education, teachers, buildings and supply, special services, scholarships and other awards, external relations, Wales and Monmouthshire, and the Museums, and Part II to statistics. Although dealing mainly with the calendar year 1947 during which the minimum age for leaving school was raised to 15 years, it explains the special war-time developments and the changes that have taken place as a result of the Education Act, 1944.

37 A. — 375.42 (42)

GREAT BRITAIN. — HISTORY (B.I.E.)

Britain's Children. Birmingham, Cadbury Bros. Ltd., Bournville (Trade distributors: University of London Press Ltd.), 1948. 6¼ × 9 ins. 32 p. Illus. (Changing Britain - No. 4.) 1s.6d. — The story of the changes in the social and educational life of children in Great Britain during the past 200 years, attractively and graphically presented in pictures and charts, accompanied by an explanatory text.

37 A (8)

EDITION IN AFRICA (B.I.E.)

LEWIS, L. J. Equipping Africa. Educational Development in British Colonial Africa. London, Edinburgh House Press, 1948. 7¼ × 4¾ ins. 42 p. 1s. — A sampling of the educational developments in Africa, with special mention of the Christian Missions' participation, discussing the background, the political and administrative factors, agriculture, mass education, vocational and specialized training, and African voluntary effort.

371.85 (42)

EXTRA-CURRICULAR ACTIVITIES (B.I.E.)

CENTRAL ADVISORY COUNCIL FOR EDUCATION (ENGLAND). Out of School. London, H. M. Stationery Office, 1946. 9¼ × 6 ins. 40 p. Illus. 1s. — A valuable report of the Council, following their earlier report (*School and Life*). The Minister of Education had asked them: "To consider and report on the natural interests and pursuits of school children out of school hours; the provision made for these outside their homes, the value of such provision and the desirability of further or different provision; and the extent to which school work and activities can and should be related to and develop these interests." The age range covered is 5 to 15 (i.e. the years of compulsory education at present.) The facts given and the recommendations are worth studying.

371.037 (42)

YOUTH MOVEMENTS (B.I.E.)

MORGAN, A. E. Youth Services. London, Publ. for the British Council by Longmans, Green, 1948. 8 × 5¼ ins. 40 p. Illus. 2s. — A booklet which tells, briefly but well, what Britain is doing and planning for its adolescent boys and girls (14-18), covering formal education in school, organisation of work for juveniles and what is done to provide facilities for recreation.

371.037 (42)

YOUTH MOVEMENTS (B.I.E.)

BARNES, L. J. The Outlook for Youth Work. London, prepared for and published by King George's Jubilee Trust, 1948. 9 × 6 ins. 144 p. 3s.6d. — A discussion of future possibilities rather than a report of concrete plans; derived from evidence collected throughout the length and breadth of Great Britain on various types of youth service, both existing and proposed. In an appendix the author further elucidates certain aspects of personality growth.

371.31. — 377.3 (73)

GROUP WORK. — SOCIAL EDUCATION
(B.I.E.)

COYLE, Grace L. *Group Experience and Democratic Values*. New York, The Woman's Press, 1947. $7\frac{3}{4} \times 5\frac{1}{2}$ ins. 188 p. Bibliogr. \$ 2.75. — Dr. Coyle, professor of group work in the School of Applied Social Sciences of Western Reserve University, Cleveland, brings mature judgment and a wide experience to bear on her subject. The papers are arranged under the following headings: Leadership in Voluntary Associations, Group Work in Recreation, Education Agencies, Social Work and Social Action. She shows that voluntary organizations which work through self-government minister to the understanding and practice of democracy and provide training for democratic leadership.

371.93. — 370.7 (42)

YOUNG DELINQUENTS. — EXPERIMENTAL
SCHOOLS (B.I.E.)

BAZELEY, E. T. *Homer Lane and the Little Commonwealth*. London, Allen and Unwin; Heinemann. 2nd Ed. 1948. $7\frac{1}{2} \times 5$ ins. 200 p. 7s.6d. — The reappearance of Miss Bazeley's book, first published in 1928, is timely, for many of the ideas which seemed very strange twenty years ago have now gained the acceptance of many progressive educationists, and not merely in the field of the treatment of juvenile delinquency. The appendix explains the reasons for the untimely end of that magnificent experiment of re-educating boy and girl delinquents, according to the principles held by the Committee who set up the Little Commonwealth in Dorsetshire, and practised by the Director, Homer Lane, of American birth. The book is of absorbing interest. The Commonwealth was not, as was generally believed, an inimitable institution, the product of a single genius, but it was rather a model reformatory, whose methods would be just as successful in dealing with adult criminals, if applied with the same complete sincerity.

371.93 (42)

YOUNG DELINQUENTS (B.I.E.)

WATSON, John A. F. *British Juvenile Courts*. Published for the British Council by Longmans, Green, London, 1948. $8 \times 5\frac{1}{2}$ ins. 44 p. Illus. 2s. — As the Lord Chancellor says in his foreword, Mr. Watson—who speaks from personal knowledge as he is chairman of one of the busiest juvenile courts in London—"has succeeded in compressing into a small space a clear and readable account" of the juvenile court and of the different kinds of treatment now applied to young delinquents for their re-education (probation system, foster home, approved schools, Borstal system, etc.). Not only is the juvenile court the best defence against crime, but "it has the great merit of saving from a life of unhappiness many children... and of enabling them to lead a useful life".

371.911 (42)

VISUALLY DEFECTIVE CHILDREN
(B.I.E.)

LIGHTFOOT, William. *The Partially-sighted School*. An Exposition and Study of the Methods used in England for the Education of Visually-Defective Children. London, Chatto and Windus, 1948. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 174 p. Bibliogr. Index. Illus. 12s.6d. — There is very little literature dealing with the education of visually-defective children, which fact makes this book—the first authoritative English publication on the subject—particularly valuable. In England children with low visual acuity constitute approximately 0.1 per cent of the school population. As harm can be done to these children in either normal or blind

schools, it is important that the subject should be understood and proper facilities provided. Mr. Lightfoot writes from personal experience and deals with every aspect of his subject.

371.912. — 371.913 (42)

DEAF CHILDREN. — SPEECH DEFECTS (B.I.E.)

SHERIDAN, Mary D. *The Child's Hearing for Speech*. London, Methuen (1948). 8 $\frac{1}{4}$ and 5 $\frac{3}{4}$ ins. viii and 120 p. Bibliogr. Index. 10s.6d. — Dr. Sheridan describes in detail the careful investigations made by her in Manchester, London and Cornwall, of the speech defects related to hearing defects of 1,500 normal elementary school children, 770 grammar-school entrants, 100 mental defectives and 100 blind children. Later, she found that although psychologists have built up a considerable literature on the acquisition of *language* in the young child, the normal acquisition of the actual *speech sounds* has been neglected, no doubt on account of scientific difficulties which she points out. She therefore investigated the speech of 650 children under the age of five years. Her patient and thorough research work has resulted in a greatly increased understanding of the relationship between speech, hearing and intelligence in childhood and added to her years of medical experience in hospital and school, have enabled Dr. Sheridan to give—in the last part of her book—a critical analysis of the present position in England with regard to the education of the many children with speech defects and sub-normal hearing, and to suggest improvements on present methods of diagnosis, educational treatment and the training of special teachers.

371.95 (931)

SPECIALLY GIFTED CHILDREN (B.I.E.)

PARKYN G. W. *Children of High Intelligence*. A New Zealand Study. (Wellington), New Zealand Council for Educational Research, 1948. 8 $\frac{1}{4}$ × 5 $\frac{3}{4}$ ins. viii and 288 p. Index. 15s. — Mr. Parkyn formerly Senior Lecturer in Education at the University of Otago, is now Research Officer on the staff of the N.Z. Council for Educational Research. In this book, remarkable for its clear and simple presentation of the data collected (much of the technical material is given in appendices), he defines the concept of high intelligence, dealing only with general intelligence, as distinct from special talents. After describing in detail the characteristics of New Zealand children of high ability, he considers school organization, the curriculum, the teaching methods, and suggests ways in which the educational interests of such children might be better served. The social importance of high intelligence cannot be denied, there are tasks upon which depend the maintaining and extending of civilization at its highest reaches which can be carried out only by persons of very high intelligence. Therefore "some considerable part of an intelligent child's schooling ought to be devoted to encouraging creative thought not merely for his own sake but for that of a democratic society.

371.98 (716)

EDUCATION OF DIFFERENT RACES (B.I.E.)

JOBLIN, Elgie E. M. *The Education of the Indians of Western Ontario*. Toronto, Department of Educational Research, Ontario College of Education. 1947. 9 × 6 ins. 138 p. Bibliogr. Maps and Tables. Bulletin No. 13. \$ 1. — A lithographed report by a minister who has had long experience of work among Indians of the Chippewa, Muncey and Oneida tribes and was set free from his pastoral duties for two years to undertake the research presented here. Part I gives the

history of Indian Education in Canada; Part II describes the area to be studied and the life under present conditions of the Indians on the 5 reserves of Western Ontario; Part III reviews critically the education given them in the day schools and in the Mt. Elgin Residential School and concludes with recommendations for its improvement, the aim being to prepare the Indians "for a life shared with their fellow-Canadians, first in the world of work, but increasingly in a social and cultural way."

376.1 (42)

GIRLS' EDUCATION (B.I.E.)

NEWSON, John. *The Education of Girls*. London, Faber and Faber, 1948. $8\frac{1}{4} \times 5\frac{1}{4}$ ins. 160 p. 8s.6d. — The average girl should not receive the same education as boys. Is this opinion hopelessly old-fashioned? The Hon. R. A. Butler (of the "Butler Act") says in his preface that he does "not hold the view, after reading these pages, that the author takes what the ardent feminist might regard as the "old fashioned" view of women... The justification for the author's stressing the practical side of girls' education is to be found in the statistics which he provides... Let us, therefore, accept with good grace the vocational aspect of Mr. Newsom's advice". His advice is presented with humour, often in a challenging form. "No individual philosopher, asserts Mr. Newsom, let alone committee of experts, has ever sat down to plan a curriculum based on the needs of the children and on a coherent and articulate educational philosophy". And he proceeds to plan such a curriculum for girls in the secondary school, suggesting "a new approach".

374.51 (73)

WAR-TIME EDUCATION OF SERVICE MEN
AND WOMEN (B.I.E.)

GRACE, Alonzo G. *Educational Lessons from War Time Training*. Washington, D.C. American Council on Education (1948). $9\frac{1}{4} \times 6$ ins. xx and 264 p. \$3. — The American Council on Education created, in 1945, a "Commission on Implications of Armed Services Educational Programs", in order to investigate what lessons could be learned for civilian education from the gigantic and incredibly varied experience of emergency training in the armed forces. The results of that enquiry are published in nine monographs which are summarized in this General Report of the Commission. It contains many interesting suggestions, for example on the training of illiterates on audio-visual aids to learning, on the teaching of foreign languages, etc.

376.1. — 377.86 (73)

WOMEN'S EDUCATION. — MILITARY
EDUCATION (B.I.E.)

SCHAFFTER, Dorothy. *What Comes of Training Women for War*. Washington, D.C. American Council on Education (1948). $9\frac{1}{4} \times 6$ ins. xviii and 224 p. \$3. — One of the monographs summarized in the above mentioned General Report.

371.267. — 371.026 (73)

SCHOOL REPORTS — HOME AND
SCHOOL (B.I.E.)

STRANG, Ruth. *Reporting to Parents*. New York, Teachers College, Columbia University, 1947. $9 \times 6\frac{1}{4}$. x and 106 p. Bibliogr. (Practical Suggestions for Teaching, No. 10.) \$1.50. — The author of this intensely practical monograph points out that accurate and diagnostic reports invite parents to participate in the education of their children. They suggest to teachers and administrators the need for changes in the curriculum, give the teacher new insights into his method of teaching and thus lead to improved instruction. They may also help

to increase mutual understanding, good will, and cooperation in the school, the home and the community, and may aid in child and adolescent guidance. Giving examples Professor Strang elucidates every aspect of the question, showing how difficult it is to establish a good system of reports without overburdening the teacher.

371.02. — 372.21

EDUCATION IN THE HOME —
PRE-SCHOOL EDUCATION (B.I.E.)

BEARDWOOD, Elsie. *Creative Methods of Teaching the Toddlers*. St. Ives, Huntingdon, Matson's Publications, 1947. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. — The creative methods described here have been successfully used by the author with her own and many other children approaching school age. The principles underlying the methods are sound, especially for use with individual children or with very small groups.

372.212. — 371.213 (42)

NURSERY SCHOOLS — INFANT
SCHOOLS (B.I.E.)

GULL, Hilda K. F. *From Two to Seven Plus*. London, University of London Press, 1948. $7\frac{1}{2} \times 5$ ins. 288 p. Illus. Index. 9s. — Written by a former Inspector of Schools for teachers in Nursery and Infant Schools, this book is clear and practical and is enlivened by many examples taken from real life, it is characterised by a sympathetic understanding of children. Activities of all kinds are described in such a way as to explain what can be gained through them, the goal set before the teacher being "to train her pupils to take their rightful place in a civilised community".

371.272 (42)

SCHOOL MEALS (B.I.E.)

CLARK F. Le Gros. *Social History of the School Meals Service*. London, National Council of Social Service, 1948. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 30 p. Illus. 2s. — The purpose of this booklet is to trace the development of a new social institution, for the right feeding of the children is now a social concern. The study has been limited to experience in England and Wales.

371.871 (42)

SCHOOL CAMPS (B.I.E.)

MINISTRY OF EDUCATION. *Organised Camping*. London, H. M. Stationery Office, 1948. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 60 p. Illus. Bibliogr. (Pamphlet No. 11). 1s. — A marvellously complete and practical guide for school and youth service organisations.

375.83

HEALTH EDUCATION (B.I.E.)

BIBBY, Cyril. *Healthy and Happy*. London, Macmillan, 1948. 7×5 ins. 136 p. Illus. — Simple little story episodes, accompanied by rhymes and suitable illustrations, encouraging a positive emotional attitude towards health among children between 8 and 10 years of age. One of a series of booklets for various age groups each choosing those aspects of health (both physical, and mental) important to children of the particular age chosen.

371.73 (42)

PHYSICAL EDUCATION (B.I.E.)

LONDON COUNTY COUNCIL. *Syllabus of Physical Training for Boys in Secondary Schools*. London, L.C.C., 1947. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 130 p. 5s. — This syllabus has been compiled to meet the conditions of both limited staffing and accommodation likely to be found in London schools for some time to come, largely as a result of the war. It aims to be as objective and purposeful as possible.

371.6 (42)

SCHOOL BUILDINGS (B.I.E.)

MINISTRY OF EDUCATION. Report of the Technical Working Party on School Construction. London, His Majesty's Stationery Office, 1948. $9\frac{1}{2} \times 6$ ins. 44 p. 1s. — In 1944, H.M.S.O. published a report on "*Standard Construction for Schools*" (see Bulletin No. 73), as the second of the Post-War Building Studies. The present report carries the study a stage further and deals especially with standardisation and prefabrication, after discussing the developments that have taken place since the previous report. Details of different types and systems of planning are given as appendices.

375.991 (42)

REGIONAL SURVEYS (B.I.E.)

LAYTON, Elizabeth and WHITE, Justin Blanco. The School Looks Around. London, Longmans Green, 1948. Issued under the auspices of the Association for Education in Citizenship. $8\frac{3}{4} \times 5\frac{3}{4}$ ins. viii and 106 p. Illus. 8s.6d. — As a link between schools and the outside world, the local survey method is unrivalled. It is, of course, not new, but the author hopes that the raising of the school leaving age will encourage its development by giving time for a less hurried curriculum. This book shows how a local survey is a voyage of discovery into the life, history and organization of the locality. Based on exploration, personal observation and the finding of facts at first-hand, it stimulates the natural interests of boys and girls, brings the individual into sympathy with his surroundings as an active unit and helps him to become a better citizen. The book abounds in practical advice and illustration and discusses all the problems of presentation, technique, co-operation with the outside authorities, etc. An appendix describes 12 surveys carried out by different schools.

375.991 (42)

LOCAL SURVEYS (B.I.E.)

MINISTRY OF EDUCATION. Local Studies. Bishop Auckland. London, H. M. Stationery Office, 1948. $6\frac{1}{2} \times 8\frac{3}{4}$ ins. 96 p. Illus. (Pamphlet No. 10. Prepared by the Central Office of Information). 3s.6d. — This beautifully produced and illustrated handbook is part of the Visual Unit "Local Studies". It describes—and portrays—in great detail a very successful educational experiment carried out with a group of pupils of the secondary schools of a provincial town.

371.391 (42)

USE OF SCHOOL LIBRARY (B.I.E.)

STOTT, C. A. School Libraries. A Short Manual. Cambridge University Press (for the School Library Association and the National Book League), 1948. $7\frac{1}{2} \times 5$ ins. 144 p. Bibliogr. Index. 7s.6d. — The importance of the school library is now recognised for providing material to supplement and enrich work done in the class-room; providing material to arouse and satisfy the interests (intellectual, imaginative, or practical) a child may develop outside the scope of the curriculum; making possible training in the use of books and of a library as a source of information; furnishing opportunities for children to exercise responsibilities of various kinds and introducing all children to the public library system. The timely publication of this clear, comprehensive, yet brief manual will be particularly appreciated by secondary school librarians.

375.2

SCIENCE TEACHING (B.I.E.)

STEPHENSON, J. P. (Prepared by.) Suggestions for Science Teachers in Devastated Countries. (Paris), United Nations Educational, Scientific and Cultural Organisation (1948). $9\frac{3}{4} \times 6$ ins. 88 p. Illus. —

Lack of elementary scientific equipment need not be a detriment to sound scientific training. On the contrary, it can be an incentive to creative discoveries. In any case science teaching can be begun without apparatus, and equipment gradually made as occasion arises, as this booklet well shows. It is being distributed free by Unesco to schools in Greece, Poland, Czechoslovakia, Austria, Hungary, Italy, China and the Philippines.

372.6

ARITHMETIC (B.I.E.)

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION. (Publication No. 18.) **Addition and Subtraction. Facts and Processes.** London, University of London Press, 1948. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 66 p. 1s. — The first report of the Early Number Teaching Panel, publ. in 1947 was entitled *The Early Development of Number Concepts*. This second report attempts to assess the child's knowledge of number in his transition from the infant division to the primary division of the school, with a view to formulating a course of study in arithmetic.

375.82. — 377.95 (42)

CIVICS — CITIZENSHIP (B.I.E.)

THOMAS, Maurice W. **Citizens All.** British Democracy at Work. London, Nelson (1947). $10 \times 7\frac{3}{4}$ ins. xii & 156 p. Illus. Index. 15s. — Well and attractively presented with numerous photographs and diagrams interspersed throughout the text, "Citizens All" offers young people a clear and simple exposition of the outstanding features pertaining to Britain's local, national and imperial system of government. Legal aspects are also briefly discussed. Since publication, a number of changes have taken place in connection with several of the countries mentioned in Part III on "The Empire and Beyond", but these changes do not affect the other three parts of the volume.

375.82 (42)

CIVICS (B.I.E.)

BOSSOM, Alfred C. **Our House. An Introduction to Parliamentary Procedure.** London, People's Universities Press, 1948. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 226 p. Appendices. Bibliogr. Index. 7s.6d. — A short, precise and objective account of the history and functions of Parliament—especially of the House of Commons—in Great Britain, which will enable the general public to understand the real significance of the many forms of expression and procedure which are essential to its smooth working.

375.101. — 371.9

ELOCUTION. — LANGUAGE TRAINING (B.I.E.)

Speech of Our Time. Edited by Clive Sansom. London, Hinrichsen Edition. $8\frac{3}{4} \times 5\frac{3}{4}$ ins. 228 p. Directory. Index. 12s.6d. — For 400 years, speech has been subservient to print and reading and writing have had the whole attention in schools and universities. But a revolution is being wrought by the telephone, gramophone, radio and talking-film, and "vocal literacy" will soon assume the importance that "visual literacy" has enjoyed during four centuries. Nearly forty experts have contributed to this timely publication, their articles, full of useful information, being grouped under the headings: Science and Speech, Speech Societies, Speech Education, Training, the Art of Speech, English Speech Abroad, and Speech Therapy. Each section contains a good bibliography.

375.7 — 377.4 (42)

ART TEACHING. — ARTISTIC EDUCATION
(B.I.E.)

DUNNET, Ruth. *Art and Child Personality.* London, Methuen. 1948. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. viii. 72 p. With 4 colour plates and 29 halftone illustrations. 10s.6d. — This book, issued in the series "Contributions to Modern Education", edited by Susan Isaacs, is based on experience with boys of 10 to 14 in Whiteacres Camp School (1940-45), a school for evacuee boys conducted by Salford Education Authority. The chief aim of the art teaching at Whiteacres, which seems to have been a great success, was "to develop the boys' personalities through self-expression in art", with the hope "that they would be enabled to become more fully aware and appreciative of any environment in which they might find themselves; to acquire a growing tolerance towards the expression of personalities other than their own; and to accept with interest new forms of expression which are continually evolving out of the times in which they are living". Whiteacres seems to have had an unlimited supply of all sorts of art materials, a fine co-operative spirit in an atmosphere of freedom, also much contact with nature and with fine works of art (through the Rutherford Loan Collection of pictures and sculptures from 1840 to the present day).

371.863

CHILDREN'S PERIODICALS (B.I.E.)

The Young World. London S.W.1., Charter Publications Ltd. (Alliance House, Caxton Street). $11\frac{1}{4} \times 8\frac{1}{4}$ ins. 8 p. 3s. for 12 weeks. — An illustrated international paper for schoolboys and girls, approved by the highest education authorities, such as the London County Council. Available only by subscription to schools, colleges, youth clubs, etc. Published in French and German editions for 3 periods of 12 weeks each year, to coincide approximately with the school terms.

371.863.

CHILDREN'S PERIODICALS (B.I.E.)

International Youth Review. London, E.11. (Editor: Arthur W. Bird, 39 Forest Drive West). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. Illus. Annual subscription 2s.8d. — An international quarterly magazine published in a voluntary capacity on behalf of international friendship and understanding, constructive journalism and the encouragement of young writers, and intended for thoughtful young people desirous of finding positive and practical ways of working out the Christian message in human life. Organ of the "World Youth Friendship League", which came into existence in December 1945. It is hoped to publish the review also in other languages.

375.6. — 375.05 (42)

RELIGIOUS TEACHING. — CURRICULA
(B.I.E.)

The London Syllabus of Religious Education. (London County Council), 1947. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. 168 p. Appendices. General Bibliogr. 5s. — In order to comply with the requirements relative to religious instruction of the Education Act, 1944, the L.C.C. has approved the broad framework of a syllabus—prepared by a specially convened Conference—providing a basis for teachers of all types of schools, nursery, infant, junior and secondary, upon which to build up their own lessons, whether on Biblical history, literature, interpretation and revelation, or on Christian faith, knowledge and worship.

37 G. (494)

YEAR BOOKS (B.I.E.)

Études pédagogiques, 1948. Annuaire de l'Instruction publique en Suisse, publié sous les auspices de la Conférence intercantonale des chefs de départements de l'Instruction publique de la Suisse romande, avec l'appui de la Confédération, par Louis Jaccard. Lausanne, Payot. 9×6 ins. 174 p. — Under this new title, the Year Book of Public Education in Switzerland which has appeared regularly since 1910, comprises articles by different educationists on: The Rural School in Life Situations (Miss L. Dupraz), The Evolution of the Memory (Mr. André Rey), Education for Citizenship (Mr. M. Chantrens), The School and Federal Constitutions (Mr. Henri Grandjean), Team Work (Mr. G. Chevallaz), The Teaching of the National Language of Switzerland in the Primary School (Mr. E. Blaser), Teaching French Literature in the Cantonal Higher Commercial School at Bellinzona (Mr. P. Patocchi). From the "Reviews of School Life" in each of the cantons, the reader gets a vivid overall picture of education in Switzerland.

136.7

CHILD PSYCHOLOGY (B.I.E.)

FERRE, André. *Manuel de psychologie de l'enfant.* 9½×6 ins. 262 p. — A textbook for use in Teachers Training Colleges in France, which closely follows the new official programmes. Each of the 23 lessons contains practical exercises, as well as a list of books for additional reading, tests, subjects for research discussion, and individual work, etc.

136.7

CHILD PSYCHOLOGY (B.I.E.)

ANSELME, F. *Psychologie de l'enfant et de l'adolescent.* Namur et Bruxelles, La Procure; Tournai, Casterman, 1948. 8¼×5½ ins. 142 p. — A summary, intended for students in Teachers Training Colleges and Schools of Social Work, of the psychological development of the child and the adolescent as treated in the works of Edouard Claparède, Arthur Fauville, Gustave Vermeylen, Charlotte Bühler, Edouard Spranger, etc. Care is taken to avoid over simplification.

136.7 — 371.025

CHILD PSYCHOLOGY. — PARENT EDUCATION (B.I.E.)

DE GREEF, Etienne. *Nos enfants et nous.* 2^e éd. Tournai-Paris, Casterman, 1948. 8×5¼ ins. 248 p. Fr. fr. 300. (Cahiers de la Revue Nouvelle.) — An analysis of the psychological development of the child and the influence of the home and of the school, from pre-natal days to adolescence. This 2nd ed. original and challenging contains 2 new chapters on adolescence entitled "the Age of Anxiety" and "The Age of Subordination, the Age of Death". According to Mr. De Greeff "it is not free men we must prepare—that means nothing—but men who cannot be enslaved without being aware of it".

377. — 377.91

EDUCATION OF THE PERSONALITY. — MEDICO-PSYCHOLOGICAL AID (B.I.E.)

GROUPE LYONNAIS D'ÉTUDES MÉDICALES, PHILOSOPHIQUES ET BIOLOGIQUES. *Médecine et éducation. Obstacles et recommencements.* Paris, Spes (1948). 8×5¼ ins. 198 p. Fr. fr. 200. — Description of the anti-educational environment in which the education of children is carried out to-day and especially of the enemies which may be encountered in the home, followed by constructive

studies on: the value of play in education, re-education in cases of functional or character troubles, and children's courts. The general impression that emerges is that the best educational techniques are efficient only in a favorable atmosphere which it is the business of educationists to create.

371.42 (493)

SCHOOL REFORM (B.I.E.)

COULON, Marion. *Jeunesse à la dérive*. Tome V. Pour un nouveau statut général de l'enseignement. Tome VI. Pour un statut du personnel enseignant nouveau style. Mons, Silène, 1948. $8\frac{3}{4} \times 5\frac{1}{4}$ ins. 292 p. — The 5th. volume ends Mr. Coulon's series in which he has examined every aspect of a reform which, to be deep and valid, must embrace the structure as well as the spirit of education. As he studies the status of education and of teachers in the last volume, he seeks to define the general atmosphere of the reform which should be a freeing of education from all mean and unworthy quarrels that shall open out new and wide horizons.

371.243. — 371.12

INDIVIDUAL TEACHING. — PREPARATION OF TEACHERS (B.I.E.)

DIRECTION GÉNÉRALE DE L'ENSEIGNEMENT PRIMAIRE ET NORMAL. *Individualisation de l'enseignement dans les écoles normales*. Exercices dirigés et activités éducatives complémentaires "intra- et extra-muros". Bruxelles, Ministère de l'Instruction publique, 1948. $8\frac{1}{4} \times 5\frac{1}{4}$ ins. 48 p. — A programme of guided activities applied to all subjects in the curriculum of Teachers' Training Colleges. The authors stress the need for these exercises, which appeal primarily to the initiative and thought of the pupils, and concern well defined subjects, suited to the capacities and intellectual level of the students in training.

371.43

ACTIVITY SCHOOLS (B.I.E.)

FOULQUIÉ, Paul. *Les écoles nouvelles*. Paris, Presses universitaires de France, 1948. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 160 p. (Nouvelle encyclopédie pédagogique.) — In the first part of this book, the author describes the movement in favour of progressive schools, beginning with pioneers such as Rousseau, Pestalozzi and Froebel, and passing on to realizations in private schools and experiments made in public education. In the second part he examines the progressive school through its international bodies, as well as the new methods of teaching. In conclusion he expresses his approval, but asserts that education is not enough; it must be founded on a philosophy of man and his destiny.

371.43

ACTIVITY SCHOOLS (B.I.E.)

ROSSELLO, Pedro. *Peut-on faire de l'école active si le maître n'est pas un homme d'action?* Neuchâtel et Paris, Delachaux & Niestlé, s.d. $9\frac{1}{2} \times 6\frac{3}{4}$ ins. 10 p. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant, nouvelle série, No. 3.) — If the so called activity methods of teaching are gradually gaining ground, it must be admitted that they have met with a good deal of opposition everywhere. The author analyses the causes for this which he believes to be historical and psychological.

375.3

MATHEMATICS (B.I.E.)

NATALIS, Ernest. *De l'empirisme au raisonnement logique*. Liège, Dessain, 1948. $7\frac{1}{4} \times 5\frac{1}{4}$ ins. 302 p. Illus. — The author describes a method for teaching arithmetic in the primary school which is the

fruit of observations made throughout a long career by a master always anxious to adapt his teaching to the potentialities of his pupils. It seems to hold out possibilities for giving the teaching of this subject at the primary level a real educational and cultural value.

377.2

MORAL EDUCATION (B.I.E.)

L'éducation morale. Cahier publié sous la direction de R. Hubert, Recteur de l'Académie de Strasbourg. Paris, Bourreller, 1948. 10×6¾ ins. 188 p. Bibliogr. (Cahiers de pédagogie moderne.) — A symposium of articles by educators, psychologists and medical men dealing objectively with every aspect, both theoretic and concrete, of a subject which is of major importance to-day. Moral education is considered theoretically in its relations with psychology and with the rapid social changes of the present time. The concrete implications treated concern rural education; the children among their fellows, in the home, in the street; physical education and moral education; the moral influence of handwork; self-government in schools and school co-operatives; the lessons of life; character training; moral education in the training of teachers, etc. The question of secularism and pure spirituality—ethical or religious—so important in France, is treated with tact and understanding.

377.4. — 375.7 (494)

ARTISTIC EDUCATION. — ART
TEACHING (B.I.E.)

MOTTAZ, Jean. *L'art à l'école secondaire.* Lausanne, Rouge, 1948. 7½×5 ins. 84 p. Bibliogr. — From data collected by means of an enquiry among former pupils, the author determines the place that artistic initiation should occupy in the curriculum of the secondary school in the Canton of Vaud. He defines the aims of the secondary school, and of art and artistic activities, then answers possible objections and examines how the initiation to the plastic arts, music, rhythmic and dramatic art should be given to the esthetic subjects in order to prepare complete and well balanced personalities, capable of creating a world in which harmony and trustfulness would reign.

377.4

ARTISTIC EDUCATION (B.I.E.)

Faire des vivants. Education par le jeu dramatique. Paris, Les Editions de la Nouvelle France (1947). 7×4¾ ins. 268 p. (Chroniques interpestives, No. 3.) — As the title of this book implies, its authors are concerned with forming personalities who should be really alive. They consider that education is too academic and plead for a return to spontaneousness and for contact with life. Means of self-expression should be developed: music, dramatic play, the plastic arts. The importance of a good biological balance and of educational institutions adapted to the needs of the masses is stressed.

37 C

BIOGRAPHIES (B.I.E.)

Hommage au professeur Tobie Jonckheere. Séance académique du 25 mai 1948. Bruxelles, Revue des Sciences pédagogiques. 9½×6¾ ins. 20 p. — A testimony of the gratitude of colleagues and friends to Professor Tobie Jonckheere on his reaching the age of retiring, thus terminating his long career at the Educational Institute of the Free University of Brussels. A pioneer in experimental education and a master of the art of teaching educational science. Professor Jonckheere is well known beyond the borders of Belgium. It is hoped that he will continue to give educationists the benefit of his wisdom and experience.

379.04 (493)

OFFICIAL REPORTS (B.I.E.)

MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Rapport triennal.* Années 1945, 1946, 1947. Bruxelles, Ministère de l'Instruction publique (1948). $9\frac{1}{2} \times 6$ ins. 568 p. Planches. — This report gives a vivid and complete picture of 3 intensely busy and important years of reorganisation. In spite of great difficulties, reforms have been instigated in many fields of education taking the word in its broadest sense. Problems are studied in all their implications. Statistics and diagrams add to the value of the report.

375.05. — 372.22 (71)

COURSES OF STUDY. —
PRIMARY SCHOOLS (B.I.E.)

Programme d'études des écoles primaires élémentaires, approuvé par le Comité catholique du Conseil de l'Instruction publique, le 7 mai 1948. (Québec, Département de l'Instruction publique.) $9 \times 6\frac{1}{4}$ ins. 480 p. — Report of the Commission on Curricula and Textbooks entrusted in Dec. 1942 with the revision of the curriculum in the 7 forms of the Catholic Elementary Schools (French-speaking) of the Province of Quebec. The curriculum has been simplified and made more elastic in order that it may be enlarged or restricted on the initiative of the teacher, according to the capacities of the pupils and the needs of the locality; it has also been made more concrete, attractive and alive. The general introduction is concerned with the psychological and physiological and spiritual development of the child from 6 to 12 years.

370

THEORY OF EDUCATION (B.I.E.)

ZELLER, Konrad. *Bildungslehre.* Umriss eines christlichen Humanismus. Zürich, Zwingli-Verlag (cop. 1948) $9 \times 5\frac{3}{4}$ ins. 372 p. Beilagen. Anmerkungen. Index. Fr. 16. — Basing his findings on his experience of 25 years as headmaster of the Teachers' Training College at Zurich, Professor Zeller considers the general subject of culture from the angles of education, psychology and theology and endeavours to find practical solutions. The chapter on the school contains interesting and creative suggestions. Two sections deal with man, and christian humanism.

370.3

PHILOSOPHY OF EDUCATION (B.I.E.)

HAEBERLIN, Paul. *Kleine Schriften.* Zürich, Spiegel Verlag (cop. 1948). $9\frac{1}{4} \times 6\frac{1}{4}$ ins. 350 p., relié, Fr. 16. — Published on the occasion of the 70th birthday of Professor Häberlin, of Bâle, philosopher, educationist and psychologist, this book (comprising 4 parts: autobiographical notes, philosophy, education, psychology) gives a comprehensive idea of his work. The educational section contains chapters on psychoanalysis and education, artificial paradises and the feeling of rapture; the role of the teacher in a democratic state; philosophy in the senior high school (*Gymnasium*).

371.42. — 370.3

SCHOOL REFORM. — PHILOSOPHY OF
EDUCATION (B.I.E.)

TESAR, Ludwig-Erik. *Schule und Frieden.* Gedanken zur Erneuerung der Schule. Leoben, Karl Auferbauer-Verlag, 1947. $8 \times 5\frac{1}{2}$ ins. 96 p. — A summary of lectures given in 1945 to a group of people interested in school reform in Austria. The author pleads for one basic school, open to all, and for a humanistic education in the broadest sense, recognising the value of the teaching of science and orientated towards the search for truth.

136.7. — 370.3

CHILD PSYCHOLOGY. —
RELIGIOUS EDUCATION (B.I.E.)

RINDERKNECHT, Hans Jakob. *Stadien und Stufen der christlichen Unterweisung*. Zürich, Zwingli-Verlag (cop. 1948) $8\frac{1}{4} \times 6$ ins. 64 p. (Erziehung und Schule, Heft 12.) Fr. 3.80. — In this clear and concise book, divided into 3 parts (childhood proper, the age of realities, the age of puberty) the author addresses himself not only to instructors in religion but to any educator conscious of the importance of his mission. The psychological and intellectual development of the child and the distinctive characteristics of his religious evolution are illustrated by six graphs.

371.291 (436)

RURAL SCHOOLS (B.I.E.)

LANG, Ludwig. *Landschule und ländliche Erziehung in Österreich*. Referate und Ergebnisse der ersten Österreichischen Landschultagung. Wien, österreichischer Bundesverlag (1948). $8\frac{1}{2} \times 6$ ins. 314 p. — In November 1946 the Federal Ministry of Education asked all the school authorities in rural districts of Austria to study problems relating to rural education: situation of the rural school to-day, teaching methods, reforms proposed, training of teachers, etc. Many study groups were formed and local and regional conferences of teachers and inspectors were held. The findings were submitted to the Ministry at the First Austrian Conference of Rural Education of which this volume is the report. It contains much interesting information not only about Austria, but on the Dalton Plan, the Jena System, the rural School in Russia, etc. The book is enriched by statistical tables and a bibliography is annexed.

37 C. — 370.3

BIOGRAPHIES. — PHILOSOPHY OF
EDUCATION (B.I.E.)

CASOTTI, Mario. *La pedagogia di Antonio Rosmini e le sue basi filosofiche*. (Brescia) "La Scuola" (1944). $9 \times 6\frac{1}{4}$ ins. 184 p. — Rosmini was one of the greatest theorists of Catholic education in Italy in the 19th century. Professor Casotti shows that his educational principles are derived from an ontological philosophy and ethics: the educator must lead man to recognise God as the Supreme Principle, the Ordainer of all things. His methods was intuitive and concrete and resembles in many ways the modern experimental and activity methods.

379 (45)

SCHOOL ADMINISTRATION (B.I.E.)

BARILLI, Ernesto. *Raccolta di temi svolti e quesiti risolti di diritto amministrativo e scolastico per gli aspiranti alla vigilanza scolastica e per i concorsi direttivi*. Torino, etc., Paravia (1948). $7\frac{3}{4} \times 5\frac{1}{2}$ ins. 48 p. — In Italy it is the administrative directors and school directors who control the schools. This pamphlet summarises the essentials of school legislation and administration for candidates to these positions.

37 A (45). — 379 (45)

ITALY. — SCHOOL ADMINISTRATION
(B.I.E.)

Ordinamento della pubblica istruzione. A cura di Collaltino COL-LALTO Lucio D'ARCONTE, Carlo DE MARIA, Marco MATTEI, Giovanni PENTA, Emilio PRISINZANO. Roma, Giromondi (1947). 7×5 ins. 110 p. — Handbook of the essential and most permanent

features of the organisation of public education in Italy omitting legislative details. The subjects treated are: the central and local bodies concerned with school administration, the educational system (in primary, secondary, art and higher education) and the characteristic features of the institution under the administration of public education, including libraries and museums.

371.293. — 371.43

OPEN-AIR SCHOOLS. —
ACTIVITY SCHOOLS (B.I.E.)

COTTONE, Carmela. *La scuola all' aperto come scuola nuova*. Milano, Garzanti, $7\frac{1}{4} \times 4\frac{1}{2}$ ins. 180 p. — The open air school, started for delicate children, has also educational advantages as being the best adapted to the modern conception of education. Going back to the Greek and Romans the author traces the rise of activity methods and asserts that the open-air school should no longer be an exception, but the school for all children, as it allows of a more elastic curriculum and can be a real laboratory of varied activities in touch with nature.

371.43

ACTIVITY SCHOOL (B.I.E.)

CODIGNOLA, Ernesto. *Le "scuole nuove" e i loro problemi*. 2a ed. Firenze, "La nuova Italia" (1948). $8 \times 5\frac{1}{2}$ ins. — The author tells the history of the New Education and Progressive School movement from the end of the XIXth century, and its pioneers: Reddie, Demolins, Lietz, Kerschensteiner, Dewey, Angelo Patri, Washburne, Maria Montessori, Decroly, Lombardo-Radice, Ferrière, Baden-Powell, and many others. He himself, in 1945, founded the Pestalozzi School-City at Florence, a very much alive work community, as keenly interested in social and moral training as in actual teaching.

371.025

PARENT EDUCATION (B.I.E.)

GUARNERO, Luisa. *L'età difficile*. (Education del figli dal 7 al 15 ann.) (Torino) Marietti (1948) $8\frac{1}{2} \times 5\frac{3}{4}$ ins. 240 p. — The author, who is both a mother and a teacher, places parents before their responsibilities and examining different problems of home education, gives them practical and judicious advice relating to their dealings with children from 7 to 15 years. The questions of religious education, sexual education and co-education are treated among others.

37 E

REFERENCE BOOKS (B.I.E.)

BRENNA, Ernestina. *Enciclopedia dei maestri*. Vol. I-IV e Supplemento. 4a rideduta, corretta ed aggiornata. Milano, Sperling & Kupfer, 1946. $9 \times 6\frac{1}{2}$ ins. vol. 2588 p. inc. et 886 p. ill. — This work, containing a great abundance of historical, literary and scientific information, is intended for young teachers and advanced pupils. It is designed as an instrument of research enabling teacher and taught to discover truth together. The material described for learning certain scientific facts was invented, and experimented in primary schools, by the author herself. The supplement contains an introduction on knowledge of the child and additional matter relating to religion and giving anecdotes, riddles and suggestions for toy-making. Begun in 1923 and kept continually up to date, this gigantic work is a witness to the patient labour of an educator who has trained several generations of teachers.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

MIRA Y LÓPEZ, Emilio. *Manual de orientación profesional*. Buenos Aires, Kapelusz, 1947. $8\frac{3}{4} \times 6$ ins. Index. (Biblioteca de

Ciencias de la Educación.) — This first vol. of the "Library of Educational Sciences", founded by Dr. Calcagno, is a very complete, concise and thorough consideration of vocational guidance, the fruit of both theoretic studies and long years of practice in laboratories, factories, and different psycho-technical services in Europe and America. The author relates vocational guidance to the needs of the present day and examines every aspect of the subject: preliminary conditions, methods and technique of guidance, statistical methods, general theory of vocational tests, personality problems, the study of different professions, and their psychological, physical and technical requirements.

371.241. — 371.336

PSYCHOLOGY AND HYGIENE OF
SCHOOLWORK. — INITIATION INTO
METHODICAL WORK (B.I.E.)

MIRA Y LÓPEZ, Emilio. *Cómo estudiar y cómo aprender*. Buenos Aires, Kapelusz (cop. 1948). 8 × 5¼ ins. 104 p. Bibliogr. (Biblioteca de Cultura pedagógica.) — Believing that "it is impossible to study without learning and to learn without studying", the author argues that the pupil whose school work is poor needs to be helped by being given a method of learning, not to be scolded or punished. The suggestions he makes for obtaining the maximum results are based on hygiene, physiology and psychology, allowing for individual potentialities.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

SIMARRO PUIG, Alejandro. *La vocación profesional clave de la pedagogía*. Estudio pedagógico para el logro de la moral juvenil. Madrid, Sociedad Editora Ibérica, 1948. 8¼ × 6½ ins. 254 p. — Impressed by the increase in juvenile delinquency, the author endeavours to find a remedy, to overcome negative power of evil by a positive factor, which the young of both sexes will find in interesting work they like. After examining the characteristics of an efficient education, the author studies the conditions needed for the wise choice of a profession and for an adequate vocational training.

377.922. — 378 (46)

EDUCATIONAL GUIDANCE. — HIGHER
EDUCATION (B.I.E.)

ILUNDAIN, E. *Puertas que se abren al bachiller*. Madrid, Atenas, 1948. 8 × 5½ ins. Bibliogr. ill. 120 p. — As the Director of the Hostel for Students, at the Loyola University, the author realised how ill-informed young people are regarding careers to choose and the practical difficulties involved. This little guide-book is the result of that discovery. It gives all necessary information relative to universities in Spain and other institutions at university level, duration of studies, and programme of studies, preparations for special careers, student hostels, etc.

371.02

EDUCATION IN THE HOME (B.I.E.)

PALAU-RIBES CASAMITJANA, Francisca. *Formar y educar*. Barcelona, Editorial Poliglota, 1946. 7 × 5 ins. 232 p. — A practical little handbook for parents, giving general information on education, its aims and chief factors, on the stages in the development of the child, educational methods, character training, religious education. Each chapter is followed by questions for use in study groups.

371.263

TESTS (B.I.E.)

VERONELLI, Carlos A. *Tests mentales. Significado, uso y valor.* Buenos Aires, Kapelusz (cop. 1947). $8 \times 3\frac{3}{4}$ ins. 188 p. Bibliogr. (Biblioteca de Cultura pedagógica). — The third volume of the "Library of Educational Culture". Dr. Veronelli, consultant expert on the National Council of Education and physician in the Clinic of Pediatrics of the Medical School of Buenos Aires University gives a clear and ordered account of the origin, the gradual perfecting, the value, the results and the educational, social and economic implications of tests.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

OLIVEIRA GUIMARAES, Dr. *A orientação profissional no ensino técnico.* Lisboa, Astoria, 1948. $9\frac{3}{4} \times 7\frac{1}{2}$ ins. 34 p. (Separata de Boletim "Escolas técnicas"). Dr. Oliveira Guimaraes, in this article reprinted from the Portuguese journal of the technical schools, traces the development from the opening of the century to the present day, and studies the problem of school guidance and vocational guidance as it appears to-day.

370

THEORY OF EDUCATION (B.I.E.)

PIETER, Józef. *Biografia ogólna. Wstęp do nauki o życiu ludzkim.* Kraków, Wiedza-Zawód-Kultura, 1946. $9 \times 6\frac{1}{4}$ ins. 174 p. — Outline of a new science, "General Biography", having as its object "the life of man" in its most typical manifestations with its everyday problems, its necessities, its worries and its commonplace motivations. The author criticises the practical insufficiency of the sciences dealing with man, sociology, psychology, pedagogy, etc. and demonstrates that "General Biography" could add to the efficiency of education and facilitate the organisation of social life.

371.1 (438)

TEACHERS (B.I.E.)

KUROCZKO, Eustachy. *O postawie społeczna nauczyciela.* Warszawa, P.Z.W.S., 1947. (Biblioteka Nauczyciela Demokracji.) $8 \times 5\frac{1}{4}$ ins. 48 p. — A monograph on the Polish teaching staff, its status, its social origins, its training, its cultural and professional activity, its political traditions. Considerations on its present and future tasks.

377.2. — 377.3

MORAL EDUCATION. — SOCIAL EDUCATION (B.I.E.)

SUCHODOLSKI, Bogdan. *Wychowanie moralno-społeczne.* Wydanie II zmienione i uzupełnione. Warszawa, "Nasza Księgarnia", 1947. $8 \times 5\frac{1}{4}$ ins. 168 p. — New edition of a work on moral and social education. Theoric study of ethics, based on psychology and sociology, and practical considerations on the forms and methods of moral and social education based upon an analysis of contemporary culture.

373.5. — 374.1 (438)

VOCATIONAL EDUCATION. — FURTHER EDUCATION (B.I.E.)

RADWAN, Władysław. *Problemy kształcenia zawodowego.* Warszawa, "Nasza Księgarnia", 1948. $9\frac{3}{4} \times 5\frac{3}{4}$ ins. 119 p. — The author examines the problems relating to vocational training in post-war Poland. He analyses the necessities of the present day, the difficulties encountered, the past results and the future tasks in the field of training specialists.

III. ACTIVITY OF THE BUREAU

RESEARCH DIVISION

Current Inquiries

Inquiry on the Teaching of Reading. — The replies are being analysed.

Inquiry on the Introduction of Natural Science in Primary Schools. — The analysis of the replies is nearly complete and an English translation is being made.

Inquiry on the Professional Training of Primary School Teachers. — The replies now being received will enable the 1935 inquiry on this question to be brought up to date.

Inquiry on the Organisation of Public Education. — The modifications necessary for a second edition of this volume are also beginning to reach the Bureau.

INFORMATION DIVISION

Documentation and Information

Letters. — Letters received: July, 231; August, 221; September, 218; total, 670. Letters despatched: July, 330; August, 240; September, 380; total, 950.

Books received during the third quarter of 1948: library, 229; children's literature, 285; school textbooks, 258; total 772.

INTERNATIONAL BUREAU OF EDUCATION
GENEVA

BIBLIOGRAPHICAL SERVICE

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In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan de Classification de la documentation pédagogique pour l'usage courant", used by the Bureau.

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37 N INTERNATIONAL CONFERENCES (B.I.E.)

XIth International Conference on Public Education, convened by Unesco and the I.B.E. Proceedings and Recommendations. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 107, 1948. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 118 p. Fr. 5. — Apart from the reports on educational developments in the various countries, the 1948 Conference studied three special questions which had previously been the object of investigations by the International Bureau of Education and by Unesco: 1) The teaching of handwriting; 2) the development of psychological services in education; 3) the development of international understanding among young people and teaching about international organisations. This volume contains a summary of the discussions, the text of the recommendations adopted by the Conference for transmission to the Ministries of Education throughout the world, and the text of the tributes paid in commemoration of the centenary of the death of Marc-Antoine Jullien, the forerunner of international collaboration in educational matters and the originator of comparative education.

375.825 INTERNATIONAL TEACHING (B.I.E.)

ADAM, Thomas R. *Education for International Understanding*. New York, Institute of Adult Education, Teachers College, Columbia University, 1948. $7\frac{1}{2} \times 5$ ins. viii and 182 p. — Public attention being focused upon international affairs, the Institute of Adult Education, in co-operation with the American Association of Adult Education, undertook a study of the forces present in American life that make possible understanding of international matters, from the point of view of the ordinary citizen in the ordinary community. As the study progressed, it became evident that tons of print circulated by well-intentioned organisations were being wasted because they were outside the realities of experience of ordinary persons. The book is intended for leadership groups, and for the people responsible for the policies of a multitude of organisations operating at regional or national levels.

375. [1-9]. — 375.825 TEXTBOOKS. — INTERNATIONAL TEACHING
(B.I.E.)

QUILLEN, I. James. *Textbook Improvement and International Understanding*. Washington, D.C. American Council on Education, (1948). $8\frac{1}{2} \times 5\frac{3}{4}$ ins. viii and 78 p. Bibliogr. \$1.00. — Following on several analyses of American school textbooks published by the A.C.E. (*Latin America in School and College Teaching Materials*, *Treatment of Asia in American Textbooks*, *A Study of National History Textbooks Used in the Schools of Canada and the United States*), comes this full and impartial review of activities undertaken in the field of textbook

revision, both internationally and—more specially—in the U.S.A. Prepared by Professor Quillen of Stanford University, for the Committee on International Education and Cultural Relations of the A.C.E. and the U.S.A. National Commission for Unesco, this booklet gives in an appendix the author's recommendations for action in the U.S.A. and for action by Unesco, as well as a model plan for textbook-analysis, all of which should prove useful to educators and historians in many countries.

379.826

UNESCO (B.I.E.)

MINISTRY OF EDUCATION AND THE SCOTTISH EDUCATION DEPARTMENT. *Unesco and a World Society*. London, H.M. Stationery Office, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 46 p. Diagrams. (Pamphlet, No. 12). 1s. — A very useful booklet containing the information needed in Great Britain by educators and all who wish to work for better international relations. An appendix gives the names, addresses and nominating bodies of people serving on the United Kingdom committees, sub-committees and national co-operating bodies.

370.3 (42)

PHILOSOPHY OF EDUCATION (B.I.E.)

CLARKE, Sir Fred. *Freedom in the Educative Society*. London, University of London Press (1948). $7\frac{1}{2} \times 5$ ins. 104 p. Index. (Educational Issues of To-Day.) 4s. 6d. — In this deeply serious little book, Sir Fred Clarke seeks for a philosophy of education valid in the Britain of to-day. An authoritative collective society is a Community of Authoritative Prescription; Britain has chosen to be on the contrary a Community of Persuasion, whose whole life is education, the education of free men. The moral relativism, so prevalent to-day, threatens its cohesion. "We cannot hope to build a solid structure of education on moral and intellectual confusion, even though we call the confusion democracy". These pages draw the reader's attention to the seriousness of the situation and to the need of thinking about it.

370.3. — 371.18 (73)

PHILOSOPHY OF EDUCATION. — COLLECTIVE ACTION AMONG TEACHERS (B.I.E.)

Cooperation in General Education. A Final Report of the Executive Committee of the Cooperative Study in General Education. Washington, D.C., American Council on Education, 1947. 9×6 ins. xviii and 240 p. \$ 3. — This study grew out of the interest of a number of colleges in improving their programs in general education: 22 colleges of very varied types, scattered all over the U.S.A., were selected and participated actively in the work, thus helping to develop an underlying philosophy. Major projects to find out the actual needs of the students were carried out through the use of "inventories" as an objective instrument (long lists of possible choices checked by the students as: approved, disapproved or undecided): 1) in the Humanities (general goals of life, tastes in fiction—what students think about art); 2) in the Social Sciences; 3) in Science; 4) in Student Personnel. The conclusions reached concerning general education in the junior college are interesting and the book is valuable as a detailed description of cooperative work carried out by educationists.

370.3 — 375.40 (73)

PHILOSOPHY OF EDUCATION — SOCIAL STUDIES (B.I.E.)

LEVI, Albert William. *General Education in the Social Studies*. Washington, D.C., American Council on Education, 1948. 9×6 ins. xviii & 336 p. \$ 3.50 (The Cooperative Study in General Education).—

One of the detailed reports of the above mentioned Cooperative Study. Two inventories were developed, tested, revised, and are here analysed : an Inventory of Social Understanding and an Inventory of Beliefs about Postwar Reconstruction. Facts concerning the students, social attitudes, straight and crooked thinking, knowledge, prejudices and factual ignorance, were thus ascertained and discussed as to their results. The latter part of the report deals with the need for a comprehensive and integrated curriculum for the social studies in the junior college and gives a detailed and rather formidable plan for a two years course of 5 hours per week, the content of which is the whole of society and not this or that aspect only.

370.5

EDUCATIONAL TECHNIQUE (B.I.E.)

SAYERS, Dorothy L. *The Lost Tools of Learning*. London, Methuen, 1948. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 30 p. 1 s. — Miss Sayers, in this challenging and witty pamphlet, bemoans the fact that our schoolchildren "learn every thing, except the art of learning." The cause and the remedy she points out will probably not appeal to many, even if they agree that : "the sole true end of education is simply this : to teach men how to learn for themselves ; and whatever instruction fails to do this is effort spent in vain."

379.96

STATISTICS (B.I.E.)

SUMNER, W. L. *Statistics in School*. Oxford, Basil Blackwell, 1948. 184 p. Index. $8 \times 5\frac{1}{2}$ ins. 9s.6d. — The increasing extent to which the published results of psychological researches and test analyses are set down in mathematical form, makes it incumbent on the student of education to understand the simple statistical methods most frequently used. This book provides a good introductory study for both student and teacher. Particularly useful are the chapters on examinations, tests and marking.

370.46

EXPERIMENTAL PSYCHOLOGY (B.I.E.)

VALENTINE, C. W. *An Introduction to Experimental Psychology*. London, University Tutorial Press (1947). 4th Ed. 7×5 ins. viii and 286 p. Bibliogr. 5s. — Revised and enlarged in the light of new investigations, Part I of this valuable little textbook contains detailed instructions for carrying out the experiments, while Part II discusses their results, the chapters being numbered so as to correspond. Students can carry out—without the professor and without apparatus (except such as can easily be made with pen and paper)—nearly all the experiments. These bear on topics particularly interesting to the student of education : attention, economical methods of learning, mental work and fatigue, rote memory or rational memory, etc.

136.7

CHILD PSYCHOLOGY (B.I.E.)

BOWLEY, Agatha H. *Everyday Problems of the School Child*. Edinburgh, Livingstone, 1948. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. viii & 142 p. Illus. 7s.6d. — There is much wisdom, understanding sympathy and a wide experience of children of all ages (pre-school, infant, junior and secondary) in this practical latest book by Dr. Bowley. Young teachers will realise, as they read, how useful it is to have children interpreted to them for "a theoretical knowledge of child psychology is not enough, a working knowledge and experience of real living children" must be added. There is a bibliography to each chapter. The pages on the teacher and the parent are particularly noteworthy.

136.7

CHILD PSYCHOLOGY (B.I.E.)

BENJAMIN, Zoé. *Emotional Problems of Childhood*. London, University of London, 1948. 11×5 ins. xii & 178 p. Bibliogr. 7s.6d. — In this volume Miss Benjamin goes into much greater detail than in her former book on, *The Young Child and His Parents*, in dealing with the numerous problem situations that occasionally arise for parents and others with children of all ages. She analyses the causes of undesirable behaviour, describes very efficiently how common sense, honest self-criticism, sympathy and tact in the parents can apply psychological knowledge to securing harmonious family relationships and can help children to grow into well adjusted individuals, prepared to share in the responsibilities of the community at large.

136.7

CHILD PSYCHOLOGY (B.I.E.)

ISACCS, Susan. *Troubles of Children and Parents*. London, Methuen, (1948). 7½×5 ins. xiv and 238 p. Bibliogr. 8s.6d. — The material in this book was selected by the late Dr. Isaacs from a much larger bulk of actual letters from parents and nurses, and the answers she gave them in the *Nursery World* during the years 1929-1936. It covers many problems of the early childhood years, dealing with them frankly and sympathetically, as well as with the knowledge and wisdom of one of the most experienced of child psychologists. There is nothing theoretic or abstract about the book, as the letters give vivid pictures of actual families and the attitudes of parents and nurses.

37 E. — 572.2

REFERENCE BOOKS — RACES OF
MANKIND (B.I.E.)

Oxford Junior Encyclopaedia. (General Editors: Laura E. SALT & Geoffrey BOUMPHREY; Illustrations Editor: Helen Mary PETER). Volume 1 Mankind. London, Geoffrey Cumberlege, Oxford University Press, 1948. 10×7½ ins. xvi & 496 p. Illus. (8 colour plates & Photographs). 30s. — This new encyclopaedia, which will be complete in 12 volumes, has been conveniently arranged so that each volume will deal with one subject group, complete in itself, and having its own individual character. Volume I centres around "Mankind" in its fullest and widest sense and contains a wealth of information on the different peoples of the world, both ancient and modern, their manner and place of living, customs and beliefs. Within each volume the subject headings are arranged alphabetically and there are many cross references and beautiful illustrations. Future volumes will deal respectively with Natural History, The Universe, Communications, Great Lives, Farming and Fisheries, Industry and Commerce, Engineering, Recreation and Crafts, Law and Order, The Home and The Arts.

37 E. — 378 (42)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

Handbook to the University of Oxford. Oxford, at the Clarendon Press, 1948. 7½×5 ins. xii & 432 p. Illus. Index. 7s.6d. — The larger and descriptive part of this handbook is well illustrated with photographs and maps. It contains chapters on the history and constitution of the University, its architectural features, its many cultural, social and athletic facilities, as well as a full account of the different Schools and special studies available. Part II is a detailed and authoritative guide to the rules and regulations of the University, its degrees, diplomas, certificates and scholarships.

37 E. — 378 (42)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

Higher Education in Great Britain and Ireland. A Handbook for Students from Overseas. London, Published for the British Council and The Universities Bureau of the British Empire by Longmans, Green & Co. (1948). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 112 p. Illus. 3s.6d. — In a handy form, this handbook provides the essential information on all forms of higher education in Great Britain. Part I gives a general view of the British Universities and detailed information concerning courses and degrees, conditions of entrance, cost of residence and study, etc. Technical Colleges and other Non-University facilities, including short courses for oversea students, are discussed in Part II, while Part III contains a directory of subjects and facilities for study, details concerning fees and other charges, hostel accommodation, and courses and fees at Residential Colleges for Adult Education.

37 E. — 378 (73)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

BRUMBAUGH, A. J. (Edited by) **American Universities and Colleges.** Washington, D.C., American Council on Education, 5th Ed. 1948. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 1054 p. General Index. Institutional Index. \$ 8. — The last edition of this comprehensive guide to American institutions of university and college rank, was published in 1940 (previous editions at intervals of four years). Thus the present volume is all the more important as it brings up to date information concerning the tremendous changes that have taken place in higher education in the post-war years. Part I is descriptive of the various aspects of American higher education while Part II supplies full and pertinent data from authoritative sources about the 820 accredited institutions, supplemented by statistics in the appendices.

37 E. — 378 (73)

REFERENCE BOOKS. — HIGHER
EDUCATION (B.I.E.)

BOGUE, Jesse P. (Edited by) **American Junior Colleges.** Washington, D.C., American Council on Education, 2nd Ed. 1948. $9\frac{1}{2} \times 6\frac{1}{2}$ ins. 538 p. General Index. Institutional Index. \$ 6.50. — A companion volume to the above, following the same lines of treatment but furnishing in compact form detailed information concerning the 652 accredited junior colleges (first two years of undergraduate study) in the United States.

37 E. — 374.1. — 373.5 (42)

REFERENCE BOOKS — FURTHER
EDUCATION. — VOCATIONAL EDUCATION
(B.I.E.)

LONDON COUNTY COUNCIL. Floodlight. A Guide to Further Education. London, L.C.C., 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 124 p. 6d. — A simple and comprehensive statement of the facilities for study and training in the numerous colleges, institutes, schools of art and crafts, etc., maintained and aided by the L.C.C. Following the long alphabetical list of subjects available, it gives details concerning fees, lists of the different types of institutes, full-time and part-time courses.

374.1. — 371.037 (42)

FURTHER EDUCATION. — YOUTH
MOVEMENTS (B.I.E.)

STIMSON C. **Education after School.** London, Routledge and Kegan Paul (1948). $8\frac{3}{4} \times 5\frac{3}{4}$ ins. x and 180 p. Index. 15 s. — This volume of the "International Library of Sociology and Social Recon-

struction" (Editor: Dr. Karl Mannheim) throws much light on the living conditions and the educational needs of adolescent boys and girls in a big industrial city of Northern England. The author went to live among them and started a club for them, using her experiences to undertake for the University of London a research into the problem of the provision of education for young workers after they leave the primary school, both in its practical and theoretical aspects. This research, carried out with intelligence, sympathy and realism, is described in detail; some of its conclusions are startling.

371.42. — 374.1 (42)

SCHOOL REFORM. — FURTHER
EDUCATION (B.I.E.)

NOTTINGHAMSHIRE COUNTY COUNCIL. A Scheme of Further Education and Plan for County Colleges in Nottinghamshire. Nottingham (1948). $9\frac{1}{4} \times 7\frac{1}{4}$ ins. 116 p. Map. — A long-term scheme making provision for full-time and part-time further education of a general character and also for agricultural and horticultural education, prepared in pursuance of the statutory requirements laid down in Section 41 of the Education Act, 1944. The scheme envisages the development of the existing service of youth, various informal activities for adults, and training courses for teachers, youth leaders and community centre wardens. Consultation and co-operation with other authorities is ensured.

371.42 (42)

SCHOOL REFORM (B.I.E.)

London School Plan. Development Plan for Primary and Secondary Education adopted by the London County Council under the Education Act 1944. (London County Council), 1947. $9\frac{3}{4} \times 7$ ins. 274 p. Index of Schools. Subject Index. 5s. — A full account of the principles underlying the L.C.C. development scheme and the problems to be faced, with tabulated details concerning primary and secondary schools, boarding and other arrangements, including arrangements for pupils requiring special educational treatment, transport, playing fields, and capital expenditure. Further details are given in the appendices, and nine large maps of the various divisions into which London is divided for the purpose of the plan are contained in a separate case.

371.42 (42)

SCHOOL REFORM (B.I.E.)

SOMERSET COUNTY COUNCIL. New Schools for Old. An Account of the Development Plan for Primary and Secondary Education prepared by the Somerset County Council under the Education Act 1944. (Taunton) $8\frac{3}{4} \times 11$ ins. 40 p. Illus. 1s. — Contemplated developments in Somersetshire with plans and sketches of typical schools for different areas and details of the proposals for the future of each school. (See also Bulletin No. 88.)

37 A. — 379.9 (42)

ENGLAND AND WALES. — OFFICIAL
REPORTS (B.I.E.)

MINISTRY OF EDUCATION. Education in 1947 being the Report of the Ministry of Education and the Statistics of Public Education for England and Wales. London, His Majesty's Stationery Office, 1948. $9\frac{3}{4} \times 6$ ins. 202 p. 3s.6d. — Since the preparation of formal Reports by the Board of Education was suspended during the war years (the last to be presented was published in May 1939 and covered the calendar year 1938), this present volume is the first Annual Report to be presented by a Minister of Education for England and Wales. In style it follows that of its predecessors, Part I being devoted to information concerning

primary and secondary education, further education, teachers, buildings and supply, special services, scholarships and other awards, external relations, Wales and Monmouthshire, and the Museums, and Part II to statistics. Although dealing mainly with the calendar year 1947 during which the minimum age for leaving school was raised to 15 years, it explains the special war-time developments and the changes that have taken place as a result of the Education Act, 1944.

37 A. — 375.42 (42)

GREAT BRITAIN. — HISTORY (B.I.E.)

Britain's Children. Birmingham, Cadbury Bros. Ltd., Bournville (Trade distributors: University of London Press Ltd.), 1948. $6\frac{1}{4} \times 9$ ins. 32 p. Illus. (Changing Britain - No. 4.) 1s.6d. — The story of the changes in the social and educational life of children in Great Britain during the past 200 years, attractively and graphically presented in pictures and charts, accompanied by an explanatory text.

37 A (6)

EDITION IN AFRICA (B.I.E.)

LEWIS, L. J. **Equipping Africa.** Educational Development in British Colonial Africa. London, Edinburgh House Press, 1948. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 42 p. 1s. — A sampling of the educational developments in Africa, with special mention of the Christian Missions' participation, discussing the background, the political and administrative factors, agriculture, mass education, vocational and specialized training, and African voluntary effort.

371.85 (42)

EXTRA-CURRICULAR ACTIVITIES (B.I.E.)

CENTRAL ADVISORY COUNCIL FOR EDUCATION (ENGLAND). **Out of School.** London, H. M. Stationery Office, 1946. $9\frac{1}{4} \times 6$ ins. 40 p. Illus. 1s. — A valuable report of the Council, following their earlier report (*School and Life*). The Minister of Education had asked them: "To consider and report on the natural interests and pursuits of school children out of school hours; the provision made for these outside their homes, the value of such provision and the desirability of further or different provision; and the extent to which school work and activities can and should be related to and develop these interests." The age range covered is 5 to 15 (i.e. the years of compulsory education at present.) The facts given and the recommendations are worth studying.

371.037 (42)

YOUTH MOVEMENTS (B.I.E.)

MORGAN, A. E. **Youth Services.** London, Publ. for the British Council by Longmans, Green, 1948. $8 \times 5\frac{1}{2}$ ins. 40 p. Illus. 2s. — A booklet which tells, briefly but well, what Britain is doing and planning for its adolescent boys and girls (14-18), covering formal education in school, organisation of work for juveniles and what is done to provide facilities for recreation.

371.037 (42)

YOUTH MOVEMENTS (B.I.E.)

BARNES, L. J. **The Outlook for Youth Work.** London, prepared for and published by King George's Jubilee Trust, 1948. 9×6 ins. 144 p. 3s.6d. — A discussion of future possibilities rather than a report of concrete plans, derived from evidence collected throughout the length and breadth of Great Britain on various types of youth service, both existing and proposed. In an appendix the author further elucidates certain aspects of personality growth.

371.31. — 377.3 (73)

GROUP WORK. — SOCIAL EDUCATION
(B.I.E.)

COYLE, Grace L. *Group Experience and Democratic Values*. New York, The Woman's Press, 1947. $7\frac{3}{4} \times 5\frac{1}{2}$ ins. 186 p. Bibliogr. \$ 2.75. — Dr. Coyle, professor of group work in the School of Applied Social Sciences of Western Reserve University, Cleveland, brings mature judgment and a wide experience to bear on her subject. The papers are arranged under the following headings: Leadership in Voluntary Associations, Group Work in Recreation, Education Agencies, Social Work and Social Action. She shows that voluntary organizations which work through self-government minister to the understanding and practice of democracy and provide training for democratic leadership.

371.93. — 370.7 (42)

YOUNG DELINQUENTS. — EXPERIMENTAL
SCHOOLS (B.I.E.)

BAZELEY, E. T. *Homer Lane and the Little Commonwealth*. London, Allen and Unwin; Heinemann. 2nd Ed. 1948. $7\frac{1}{4} \times 5$ ins. 200 p. 7s.6d. — The reappearance of Miss Bazeley's book, first published in 1928, is timely, for many of the ideas which seemed very strange twenty years ago have now gained the acceptance of many progressive educationists, and not merely in the field of the treatment of juvenile delinquency. The appendix explains the reasons for the untimely end of that magnificent experiment of re-educating boy and girl delinquents, according to the principles held by the Committee who set up the Little Commonwealth in Dorsetshire, and practised by the Director, Homer Lane, of American birth. The book is of absorbing interest. The Commonwealth was not, as was generally believed, an inimitable institution, the product of a single genius, but it was rather a model reformatory, whose methods would be just as successful in dealing with adult criminals, if applied with the same complete sincerity.

371.93 (42)

YOUNG DELINQUENTS (B.I.E.)

WATSON, John A. F. *British Juvenile Courts*. Published for the British Council by Longmans, Green, London, 1948. $8 \times 5\frac{1}{2}$ ins. 44 p. Illus. 2s. — As the Lord Chancellor says in his foreword, Mr. Watson—who speaks from personal knowledge as he is chairman of one of the busiest juvenile courts in London—"has succeeded in compressing into a small space a clear and readable account" of the juvenile court and of the different kinds of treatment now applied to young delinquents for their re-education (probation system, foster home, approved schools, Borstal system, etc.). Not only is the juvenile court the best defence against crime, but "it has the great merit of saving from a life of unhappiness many children... and of enabling them to lead a useful life".

371.911 (42)

VISUALLY DEFECTIVE CHILDREN
(B.I.E.)

LIGHTFOOT, William. *The Partially-sighted School*. An Exposition and Study of the Methods used in England for the Education of Visually-Defective Children. London, Chatto and Windus, 1948. $8\frac{1}{4} \times 5\frac{1}{2}$ ins. 174 p. Bibliogr. Index. Illus. 12s.6d. — There is very little literature dealing with the education of visually-defective children, which fact makes this book—the first authoritative English publication on the subject—particularly valuable. In England children with low visual acuity constitute approximately 0.1 per cent of the school population. As harm can be done to these children in either normal or blind

schools, it is important that the subject should be understood and proper facilities provided. Mr. Lightfoot writes from personal experience and deals with every aspect of his subject.

371.912. — 371.913 (42)

DEAF CHILDREN. — SPEECH
DEFECTS (B.I.E.)

SHERIDAN, Mary D. *The Child's Hearing for Speech*. London, Methuen (1948). 8 $\frac{1}{2}$ and 5 $\frac{3}{4}$ ins. viii and 120 p. Bibliogr. Index. 10s.6d. — Dr. Sheridan describes in detail the careful investigations made by her in Manchester, London and Cornwall, of the speech defects related to hearing defects of 1,500 normal elementary school children, 770 grammar school entrants, 100 mental defectives and 100 blind children. Later, she found that although psychologists have built up a considerable literature on the acquisition of *language* in the young child, the normal acquisition of the actual *speech sounds* has been neglected, no doubt on account of scientific difficulties which she points out. She therefore investigated the speech of 650 children under the age of five years. Her patient and thorough research work has resulted in a greatly increased understanding of the relationship between speech, hearing and intelligence in childhood and added to her years of medical experience in hospital and school, have enabled Dr. Sheridan to give—in the last part of her book—a critical analysis of the present position in England with regard to the education of the many children with speech defects and sub-normal hearing, and to suggest improvements on present methods of diagnosis, educational treatment and the training of special teachers.

371.95 (931)

SPECIALLY GIFTED CHILDREN (B.I.E.)

PARKYN G. W. *Children of High Intelligence*. A New Zealand Study. (Wellington), New Zealand Council for Educational Research, 1948. 8 $\frac{3}{4}$ $\times$ 5 $\frac{3}{4}$ ins. viii and 288 p. Index. 15s. — Mr. Parkyn formerly Senior Lecturer in Education at the University of Otago, is now Research Officer on the staff of the N.Z. Council for Educational Research. In this book, remarkable for its clear and simple presentation of the data collected (much of the technical material is given in appendices), he defines the concept of high intelligence, dealing only with general intelligence, as distinct from special talents. After describing in detail the characteristics of New Zealand children of high ability, he considers school organization, the curriculum, the teaching methods, and suggests ways in which the educational interests of such children might be better served. The social importance of high intelligence cannot be denied, there are tasks upon which depend the maintaining and extending of civilization at its highest reaches which can be carried out only by persons of very high intelligence. Therefore "some considerable part of an intelligent child's schooling ought to be devoted to encouraging creative thought not merely for his own sake but for that of a democratic society."

371.98 (716)

EDUCATION OF DIFFERENT RACES
(B.I.E.)

JOBLIN, Elgie E. M. *The Education of the Indians of Western Ontario*. Toronto, Department of Educational Research, Ontario College of Education, 1947. 9 $\times$ 6 ins. 138 p. Bibliogr. Maps and Tables. Bulletin No. 13. \$1. — A lithographed report by a minister who has had long experience of work among Indians of the Chippewa, Muncey and Oneida tribes and was set free from his pastoral duties for two years to undertake the research presented here. Part I gives the

history of Indian Education in Canada ; Part II describes the area to be studied and the life under present conditions of the Indians on the 5 reserves of Western Ontario ; Part III reviews critically the education given them in the day schools and in the Mt. Elgin Residential School and concludes with recommendations for its improvement, the aim being to prepare the Indians " for a life shared with their fellow-Canadians, first in the world of work, but increasingly in a social and cultural way."

376.1 (42)

GIRLS' EDUCATION (B.I.E.)

NEWSON, John. *The Education of Girls*. London, Faber and Faber, 1948. $8\frac{1}{4} \times 5\frac{1}{4}$ ins. 160 p. 8s.6d. — The average girl should not receive the same education as boys. Is this opinion hopelessly old-fashioned ? The Hon. R. A. Butler (of the " Butler Act ") says in his preface that he does " not hold the view, after reading these pages, that the author takes what the ardent feminist might regard as the " old fashioned " view of women... The justification for the author's stressing the practical side of girls' education is to be found in the statistics which he provides... Let us, therefore, accept with good grace the vocational aspect of Mr. Newsom's advice". His advice is presented with humour, often in a challenging form. " No individual philosopher, asserts Mr. Newsom, let alone committee of experts, has ever sat down to plan a curriculum based on the needs of the children and on a coherent and articulate educational philosophy". And he proceeds to plan such a curriculum for girls in the secondary school, suggesting " a new approach".

374.51 (73)

WAR-TIME EDUCATION OF SERVICE MEN
AND WOMEN (B.I.E.)

GRACE, Alonzo G. *Educational Lessons from War Time Training*. Washington, D.C. American Council on Education (1948). $9\frac{1}{4} \times 6$ ins. xx and 264 p. \$3. — The American Council on Education created, in 1945, a " Commission on Implications of Armed Services Educational Programs ", in order to investigate what lessons could be learned for civilian education from the gigantic and incredibly varied experience of emergency training in the armed forces. The results of that enquiry are published in nine monographs which are summarized in this General Report of the Commission. It contains many interesting suggestions, for example on the training of illiterates on audio-visual aids to learning, on the teaching of foreign languages, etc.

376.1. — 377.36 (73)

WOMEN'S EDUCATION. — MILITARY
EDUCATION (B.I.E.)

SCHAFFTER, Dorothy. *What Comes of Training Women for War*. Washington, D.C. American Council on Education (1948). $9\frac{1}{4} \times 6$ ins. xviii and 224 p. \$3. — One of the monographs summarized in the above mentioned General Report.

371.267. — 371.026 (73)

SCHOOL REPORTS — HOME AND
SCHOOL (B.I.E.)

STRANG, Ruth. *Reporting to Parents*. New York, Teachers College, Columbia University, 1947. $9 \times 6\frac{1}{4}$. x and 106 p. Bibliogr. (Practical Suggestions for Teaching, No. 10.) \$1.50. — The author of this intensely practical monograph points out that accurate and diagnostic reports invite parents to participate in the education of their children. They suggest to teachers and administrators the need for changes in the curriculum, give the teacher new insights into his method of teaching and thus lead to improved instruction. They may also help

to increase mutual understanding, good will, and cooperation in the school, the home and the community, and may aid in child and adolescent guidance. Giving examples Professor Strang elucidates every aspect of the question, showing how difficult it is to establish a good system of reports without overburdening the teacher.

371.02. — 372.21

EDUCATION IN THE HOME. —
PRE-SCHOOL EDUCATION (B.I.E.)

BEARDWOOD, Elsie. **Creative Methods of Teaching the Toddlers.** St. Ives, Huntingdon, Matson's Publications. 1947. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. — The creative methods described here have been successfully used by the author with her own and many other children approaching school age. The principles underlying the methods are sound, especially for use with individual children or with very small groups.

372.212. — 371.213 (42)

NURSERY SCHOOLS — INFANT
SCHOOLS (B.I.E.)

GULL, Hilda K. F. **From Two to Seven Plus.** London, University of London Press, 1948. $7\frac{1}{2} \times 5$ ins. 288 p. Illus. Index. 9s. — Written by a former Inspector of Schools for teachers in Nursery and Infant Schools, this book is clear and practical and is enlivened by many examples taken from real life, it is characterised by a sympathetic understanding of children. Activities of all kinds are described in such a way as to explain what can be gained through them, the goal set before the teacher being "to train her pupils to take their rightful place in a civilised community".

371.272 (42)

SCHOOL MEALS (B.I.E.)

CLARK F. Le Gros. **Social History of the School Meals Service** London, National Council of Social Service, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 30 p. Illus. 2s. — The purpose of this booklet is to trace the development of a new social institution, for the right feeding of the children is now a social concern. The study has been limited to experience in England and Wales.

371.871 (42)

SCHOOL CAMPS (B.I.E.)

MINISTRY OF EDUCATION. **Organised Camping.** London, H. M. Stationery Office, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 60 p. Illus. Bibliogr. (Pamphlet No. 11). 1s. — A marvellously complete and practical guide for school and youth service organisations.

375.83

HEALTH EDUCATION (B.I.E.)

BIBBY, Cyril. **Healthy and Happy.** London, Macmillan, 1948. 7×5 ins. 136 p. Illus. — Simple little story episodes, accompanied by rhymes and suitable illustrations, encouraging a positive emotional attitude towards health among children between 8 and 10 years of age. One of a series of booklets for various age groups each choosing those aspects of health (both physical and mental) important to children of the particular age chosen.

371.73 (42)

PHYSICAL EDUCATION (B.I.E.)

LONDON COUNTY COUNCIL. **Syllabus of Physical Training for Boys in Secondary Schools.** London, L.C.C., 1947. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 130 p. 5s. — This syllabus has been compiled to meet the conditions of both limited staffing and accommodation likely to be found in London schools for some time to come, largely as a result of the war. It aims to be as objective and purposeful as possible.

371.6 (42)

SCHOOL BUILDINGS (B.I.E.)

MINISTRY OF EDUCATION. Report of the Technical Working Party on School Construction. London, His Majesty's Stationery Office, 1948. $9\frac{1}{2} \times 6$ ins. 44 p. 1s. — In 1944, H.M.S.O. published a report on "*Standard Construction for Schools*" (see Bulletin No. 73), as the second of the Post-War Building Studies. The present report carries the study a stage further and deals especially with standardisation and prefabrication, after discussing the developments that have taken place since the previous report. Details of different types and systems of planning are given as appendices.

375.991 (42)

REGIONAL SURVEYS (B.I.E.)

LAYTON, Elizabeth and WHITE, Justin Blanco. The School Looks Around. London, Longmans Green, 1948. Issued under the auspices of the Association for Education in Citizenship. $8\frac{3}{4} \times 5\frac{3}{4}$ ins. viii and 106 p. Illus. 8s.6d. — As a link between schools and the outside world, the local survey method is unrivalled. It is, of course, not new, but the author hopes that the raising of the school leaving age will encourage its development by giving time for a less hurried curriculum. This book shows how a local survey is a voyage of discovery into the life, history and organization of the locality. Based on exploration, personal observation and the finding of facts at first-hand, it stimulates the natural interests of boys and girls, brings the individual into sympathy with his surroundings as an active unit and helps him to become a better citizen. The book abounds in practical advice and illustration and discusses all the problems of presentation, technique, co-operation with the outside authorities, etc. An appendix describes 12 surveys carried out by different schools.

375.991 (42)

LOCAL SURVEYS (B.I.E.)

MINISTRY OF EDUCATION. Local Studies. Bishop Auckland. London, H. M. Stationery Office, 1948. $6\frac{1}{2} \times 8\frac{3}{4}$ ins. 96 p. Illus. (Pamphlet No. 10. Prepared by the Central Office of Information). 3s.6d. — This beautifully produced and illustrated handbook is part of the Visual Unit "Local Studies". It describes—and portrays—in great detail a very successful educational experiment carried out with a group of pupils of the secondary schools of a provincial town.

371.391 (42)

USE OF SCHOOL LIBRARY (B.I.E.)

STOTT, C. A. School Libraries. A Short Manual. Cambridge University Press (for the School Library Association and the National Book League), 1948. $7\frac{1}{2} \times 5$ ins. 144 p. Bibliogr. Index. 7s.6d. — The importance of the school library is now recognised for providing material to supplement and enrich work done in the class-room; providing material to arouse and satisfy the interests (intellectual, imaginative, or practical) a child may develop outside the scope of the curriculum; making possible training in the use of books and of a library as a source of information; furnishing opportunities for children to exercise responsibilities of various kinds and introducing all children to the public library system. The timely publication of this clear, comprehensive, yet brief manual will be particularly appreciated by secondary school librarians.

375.2

SCIENCE TEACHING (B.I.E.)

STEPHENSON, J. P. (Prepared by.) Suggestions for Science Teachers in Devastated Countries. (Paris), United Nations Educational, Scientific and Cultural Organisation (1948). $9\frac{3}{4} \times 6$ ins. 88 p. Illus. —

Lack of elementary scientific equipment need not be a detriment to sound scientific training. On the contrary, it can be an incentive to creative discoveries. In any case science teaching can be begun without apparatus, and equipment gradually made as occasion arises, as this booklet well shows. It is being distributed free by Unesco to schools in Greece, Poland, Czechoslovakia, Austria, Hungary, Italy, China and the Philippines.

372.6

ARITHMETIC (B.I.E.)

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION. (Publication No. 18.) *Addition and Subtraction. Facts and Processes.* London, University of London Press, 1948. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 66 p. 1s. — The first report of the Early Number Teaching Panel, publ. in 1947 was entitled *The Early Development of Number Concepts*. This second report attempts to assess the child's knowledge of number in his transition from the infant division to the primary division of the school, with a view to formulating a course of study in arithmetic.

375.82. — 377.35 (42)

CIVICS — CITIZENSHIP (B.I.E.)

THOMAS, Maurice W. *Citizens All.* British Democracy at Work. London, Nelson (1947). $10 \times 7\frac{1}{4}$ ins. xii & 156 p. Illus. Index. 15s. — Well and attractively presented with numerous photographs and diagrams interspersed throughout the text, "Citizens All" offers young people a clear and simple exposition of the outstanding features pertaining to Britain's local, national and Imperial system of government. Legal aspects are also briefly discussed. Since publication, a number of changes have taken place in connection with several of the countries mentioned in Part III on "The Empire and Beyond", but these changes do not affect the other three parts of the volume.

375.82 (42)

CIVICS (B.I.E.)

BOSSOM, Alfred C. *Our House. An Introduction to Parliamentary Procedure.* London, People's Universities Press, 1948. $7\frac{1}{2} \times 4\frac{3}{4}$ ins. 226 p. Appendices. Bibliogr. Index. 7s.6d. — A short, precise and objective account of the history and functions of Parliament—especially of the House of Commons—in Great Britain, which will enable the general public to understand the real significance of the many forms of expression and procedure which are essential to its smooth working.

375.101. — 371.9

ELOCUTION. — LANGUAGE TRAINING
(B.I.E.)

Speech of Our Time. Edited by Clive Sansom. London, Hinrichsen Edition. $8\frac{3}{4} \times 5\frac{3}{4}$ ins. 228 p. Directory. Index. 12s.6d. — For 400 years, speech has been subservient to print and reading and writing have had the whole attention in schools and universities. But a revolution is being wrought by the telephone, gramophone, radio and talking-film, and "vocal literacy" will soon assume the importance that "visual literacy" has enjoyed during four centuries. Nearly forty experts have contributed to this timely publication, their articles, full of useful information, being grouped under the headings: Science and Speech, Speech Societies, Speech Education, Training, the Art of Speech, English Speech Abroad, and Speech Therapy. Each section contains a good bibliography.

375.7 — 377.4 (42)

ART TEACHING. — ARTISTIC EDUCATION.
(B.I.E.)

DUNNET, Ruth. **Art and Child Personality.** London, Methuen. 1948. $8\frac{3}{4} \times 5\frac{1}{2}$ ins. viii. 72 p. With 4 colour plates and 29 halftone illustrations. 10s.6d. — This book, issued in the series "Contributions to Modern Education", edited by Susan Isaacs, is based on experience with boys of 10 to 14 in Whiteacres Camp School (1940-45), a school for evacuee boys conducted by Salford Education Authority. The chief aim of the art teaching at Whiteacres, which seems to have been a great success, was "to develop the boys' personalities through self-expression in art", with the hope "that they would be enabled to become more fully aware and appreciative of any environment in which they might find themselves; to acquire a growing tolerance towards the expression of personalities other than their own; and to accept with interest new forms of expression which are continually evolving out of the times in which they are living". Whiteacres seems to have had an unlimited supply of all sorts of art materials, a fine co-operative spirit in an atmosphere of freedom, also much contact with nature and with fine works of art (through the Rutherford Loan Collection of pictures and sculptures from 1840 to the present day).

371.863

CHILDREN'S PERIODICALS (B.I.E.)

The Young World. London S.W.1., Charter Publications Ltd. (Alliance House, Caxton Street). $11\frac{1}{4} \times 8\frac{1}{4}$ ins. 8 p. 3s. for 12 weeks. — An illustrated international paper for schoolboys and girls, approved by the highest education authorities, such as the London County Council. Available only by subscription to schools, colleges, youth clubs, etc. Published in French and German editions for 3 periods of 12 weeks each year, to coincide approximately with the school terms.

371.863.

CHILDREN'S PERIODICALS (B.I.E.)

International Youth Review. London, E.11. (Editor: Arthur W. Bird, 39 Forest Drive West). $8\frac{1}{2} \times 5\frac{1}{2}$ ins. Illus. Annual subscription 2s.8d. — An international quarterly magazine published in a voluntary capacity on behalf of international friendship and understanding, constructive journalism and the encouragement of young writers, and intended for thoughtful young people desirous of finding positive and practical ways of working out the Christian message in human life. Organ of the "World Youth Friendship League", which came into existence in December 1945. It is hoped to publish the review also in other languages.

375.6. — 375.05 (42)

RELIGIOUS TEACHING. — CURRICULA
(B.I.E.)

The London Syllabus of Religious Education. (London County Council), 1947. $8\frac{1}{2} \times 5\frac{1}{2}$ ins. 168 p. Appendices. General Bibliogr. 5s. — In order to comply with the requirements relative to religious instruction of the Education Act, 1944, the L.C.C. has approved the broad framework of a syllabus—prepared by a specially convened Conference—providing a basis for teachers of all types of schools, nursery, infant, junior and secondary, upon which to build up their own lessons, whether on Biblical history, literature, interpretation and revelation, or on Christian faith, knowledge and worship.

37 G. (494)

YEAR BOOKS (B.I.E.)

Études pédagogiques, 1948. Annuaire de l'Instruction publique en Suisse, publié sous les auspices de la Conférence intercantonale des chefs de départements de l'Instruction publique de la Suisse romande, avec l'appui de la Confédération, par Louis Jaccard. Lausanne, Payot. 9×6 ins. 174 p. — Under this new title, the Year Book of Public Education in Switzerland which has appeared regularly since 1910, comprises articles by different educationists on: The Rural School in Life Situations (Miss L. Dupraz), The Evolution of the Memory (Mr. André Rey), Education for Citizenship (Mr. M. Chantrens), The School and Federal Constitutions (Mr. Henri Grandjean), Team Work (Mr. G. Chevallaz), The Teaching of the National Language of Switzerland in the Primary School (Mr. E. Blaser), Teaching French Literature in the Cantonal Higher Commercial School at Bellinzona (Mr. P. Patocchi). From the "Reviews of School Life" in each of the cantons, the reader gets a vivid overall picture of education in Switzerland.

136.7

CHILD PSYCHOLOGY (B.I.E.)

FERRE, André. *Manuel de psychologie de l'enfant.* 9¼×6 ins. 262 p. — A textbook for use in Teachers Training Colleges in France, which closely follows the new official programmes. Each of the 23 lessons contains practical exercises, as well as a list of books for additional reading, tests, subjects for research discussion, and individual work, etc.

136.7

CHILD PSYCHOLOGY (B.I.E.)

ANSELME, F. *Psychologie de l'enfant et de l'adolescent.* Namur et Bruxelles, La Procure; Tournai, Casterman, 1948. 8¼×5¼ ins. 142 p. — A summary, intended for students in Teachers Training Colleges and Schools of Social Work, of the psychological development of the child and the adolescent as treated in the works of Edouard Claparède, Arthur Fauville, Gustave Vermeylen, Charlotte Bühler, Edouard Spranger, etc. Care is taken to avoid over simplification.

136.7 — 371.025

CHILD PSYCHOLOGY. — PARENT
EDUCATION (B.I.E.)

DE GREEF, Etienne. *Nos enfants et nous.* 2^e éd. Tournai-Paris, Casterman, 1948. 8×5¼ ins. 248 p. Fr. fr. 300. (Cahiers de la Revue Nouvelle.) — An analysis of the psychological development of the child and the influence of the home and of the school, from pre-natal days to adolescence. This 2nd ed. original and challenging contains 2 new chapters on adolescence entitled "the Age of Anxiety" and "The Age of Subordination, the Age of Death". According to Mr. De Greeff "It is not free men we must prepare—that means nothing—but men who cannot be enslaved without being aware of it".

377. — 377.91

EDUCATION OF THE PERSONALITY. —
MEDICO-PSYCHOLOGICAL AID (B.I.E.)

GRUPE LYONNAIS D'ÉTUDES MÉDICALES, PHILOSOPHIQUES ET BIOLOGIQUES. *Médecine et éducation. Obstacles et recommencements.* Paris, Spes (1948). 8×5¼ ins. 198 p. Fr. fr. 200. — Description of the anti-educational environment in which the education of children is carried out to-day and especially of the enemies which may be encountered in the home, followed by constructive

studies on: the value of play in education, re-education in cases of functional or character troubles, and children's courts. The general impression that emerges is that the best educational techniques are efficient only in a favorable atmosphere which it is the business of educationists to create.

371.42 (493)

SCHOOL REFORM (B.I.E.)

COULON, Marion. *Jeunesse à la dérive*. Tome V. Pour un nouveau statut général de l'enseignement. Tome VI. Pour un statut du personnel enseignant nouveau style. Mons, Silène, 1948. $8\frac{3}{4} \times 5\frac{1}{4}$ ins. 292 p. — The 5th. volume ends Mr. Coulon's series in which he has examined every aspect of a reform which, to be deep and valid, must embrace the structure as well as the spirit of education. As he studies the status of education and of teachers in the last volume, he seeks to define the general atmosphere of the reform which should be a freeing of education from all mean and unworthy quarrels that shall open out new and wide horizons.

371.243. — 371.12

INDIVIDUAL TEACHING. — PREPARATION
OF TEACHERS (B.I.E.)

DIRECTION GÉNÉRALE DE L'ENSEIGNEMENT PRIMAIRE ET NORMAL. *Individualisation de l'enseignement dans les écoles normales*. Exercices dirigés et activités éducatives complémentaires "intra- et extra-muros". Bruxelles, Ministère de l'Instruction publique, 1948. $8\frac{1}{4} \times 5\frac{1}{4}$ ins. 48 p. — A programme of guided activities applied to all subjects in the curriculum of Teachers' Training Colleges. The authors stress the need for these exercises, which appeal primarily to the initiative and thought of the pupils, and concern well defined subjects, suited to the capacities and intellectual level of the students in training.

371.43

ACTIVITY SCHOOLS (B.I.E.)

FOULQUIÉ, Paul. *Les écoles nouvelles*. Paris, Presses universitaires de France, 1948. $7\frac{1}{4} \times 4\frac{3}{4}$ ins. 160 p. (Nouvelle encyclopédie pédagogique.) — In the first part of this book, the author describes the movement in favour of progressive schools, beginning with pioneers such as Rousseau, Pestalozzi and Froebel, and passing on to realizations in private schools and experiments made in public education. In the second part he examines the progressive school through its international bodies, as well as the new methods of teaching. In conclusion he expresses his approval, but asserts that education is not enough; it must be founded on a philosophy of man and his destiny.

371.43

ACTIVITY SCHOOLS (B.I.E.)

ROSSELLO, Pedro. *Pour-on faire de l'école active si le maître n'est pas un homme d'action?* Neuchâtel et Paris, Delachaux & Niestlé, s.d. $9\frac{1}{2} \times 6\frac{3}{4}$ ins. 10 p. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant, nouvelle série, No. 3.) — If the so called activity methods of teaching are gradually gaining ground, it must be admitted that they have met with a good deal of opposition everywhere. The author analyses the causes for this which he believes to be historical and psychological.

375.3

MATHEMATICS (B.I.E.)

NATALIS, Ernest. *De l'empirisme au raisonnement logique*. Liège, Dessain, 1948. $7\frac{1}{4} \times 5\frac{1}{4}$ ins. 302 p. Illus. — The author describes a method for teaching arithmetic in the primary school which is the

fruit of observations made throughout a long career by a master always anxious to adapt his teaching to the potentialities of his pupils. It seems to hold out possibilities for giving the teaching of this subject at the primary level a real educational and cultural value.

377.2

MORAL EDUCATION (B.I.E.)

L'éducation morale. Cahier publié sous la direction de R. Hubert, Recteur de l'Académie de Strasbourg. Paris, Bourreller, 1948. $10 \times 6\frac{3}{4}$ ins. 186 p. Bibliogr. (Cahiers de pédagogie moderne.) — A symposium of articles by educators, psychologists and medical men dealing objectively with every aspect, both theoretic and concrete, of a subject which is of major importance to-day. Moral education is considered theoretically in its relations with psychology and with the rapid social changes of the present time. The concrete implications treated concern rural education; the children among their fellows, in the home, in the street; physical education and moral education; the moral influence of handwork; self-government in schools and school co-operatives; the lessons of life; character training; moral education in the training of teachers, etc. The question of secularism and pure spirituality—ethical or religious—so important in France, is treated with tact and understanding.

377.4. — 375.7 (494)

ARTISTIC EDUCATION. — ART TEACHING (B.I.E.)

MOTTAZ, Jean. *L'art à l'école secondaire.* Lausanne, Rouge, 1948. $7\frac{1}{4} \times 5$ ins. 84 p. Bibliogr. — From data collected by means of an enquiry among former pupils, the author determines the place that artistic initiation should occupy in the curriculum of the secondary school in the Canton of Vaud. He defines the aims of the secondary school, and of art and artistic activities, then answers possible objections and examines how the initiation to the plastic arts, music, rhythmic and dramatic art should be given to the esthetic subjects in order to prepare complete and well balanced personalities, capable of creating a world in which harmony and trustfulness would reign.

377.4

ARTISTIC EDUCATION (B.I.E.)

Faire des vivants. Education par le jeu dramatique. Paris, Les Editions de la Nouvelle France (1947). $7 \times 4\frac{3}{4}$ ins. 268 p. (Chroniques intempêtes, No. 3.) — As the title of this book implies, its authors are concerned with forming personalities who should be really alive. They consider that education is too academic and plead for a return to spontaneousness and for contact with life. Means of self-expression should be developed: music, dramatic play, the plastic arts. The importance of a good biological balance and of educational institutions adapted to the needs of the masses is stressed.

377 C

BIOGRAPHIES (B.I.E.)

Hommage au professeur Tobie Jonckheere. Séance académique du 25 mai 1948. Bruxelles, Revue des Sciences pédagogiques. $9\frac{1}{2} \times 6\frac{1}{4}$ ins. 20 p. — A testimony of the gratitude of colleagues and friends to Professor Tobie Jonckheere on his reaching the age of retiring, thus terminating his long career at the Educational Institute of the Free University of Brussels. A pioneer in experimental education and a master of the art of teaching educational science. Professor Jonckheere is well known beyond the borders of Belgium. It is hoped that he will continue to give educationists the benefit of his wisdom and experience.

379.94 (493)

OFFICIAL REPORTS (B.I.E.)

MINISTÈRE DE L'INSTRUCTION PUBLIQUE. Rapport triennal. Années 1945, 1946, 1947. Bruxelles, Ministère de l'Instruction publique (1948). 9 1/2 x 6 ins. 568 p. Planches. — This report gives a vivid and complete picture of 3 intensely busy and important years of reorganisation. In spite of great difficulties, reforms have been instigated in many fields of education taking the word in its broadest sense. Problems are studied in all their implications. Statistics and diagrams add to the value of the report.

375.05. — 372.22 (71)

COURSES OF STUDY. —
PRIMARY SCHOOLS (B.I.E.)

Programme d'études des écoles primaires élémentaires, approuvé par le Comité catholique du Conseil de l'Instruction publique, le 7 mai 1948. (Québec, Département de l'Instruction publique.) 9 x 6 1/4 ins. 480 p. — Report of the Commission on Curricula and Textbooks entrusted in Dec. 1942 with the revision of the curriculum in the 7 forms of the Catholic Elementary Schools (French-speaking) of the Province of Quebec. The curriculum has been simplified and made more elastic in order that it may be enlarged or restricted on the initiative of the teacher, according to the capacities of the pupils and the needs of the locality; it has also been made more concrete, attractive and alive. The general introduction is concerned with the psychological and physiological and spiritual development of the child from 6 to 12 years.

370

THEORY OF EDUCATION (B.I.E.)

ZELLER, Konrad. Bildungslehre. Umriss eines christlichen Humanismus. Zürich, Zwingli-Verlag (cop. 1948) 9 x 5 3/4 ins. 372 p. Bellagen. Anmerkungen. Index. Fr. 16. — Basing his findings on his experience of 25 years as headmaster of the Teachers' Training College at Zurich, Professor Zeller considers the general subject of culture from the angles of education, psychology and theology and endeavours to find practical solutions. The chapter on the school contains interesting and creative suggestions. Two sections deal with man, and christian humanism.

370.3

PHILOSOPHY OF EDUCATION (B.I.E.)

HAEBERLIN, Paul. Kleine Schriften. Zurich, Spiegel Verlag (cop. 1948). 9 1/4 x 6 1/4 ins. 350 p., relié, Fr. 16. — Published on the occasion of the 70th birthday of Professor Häberlin, of Bâle, philosopher, educationist and psychologist, this book (comprising 4 parts: autobiographical notes, philosophy, education, psychology) gives a comprehensive idea of his work. The educational section contains chapters on psychoanalysis and education, artificial paradises and the feeling of rapture; the role of the teacher in a democratic state; philosophy in the senior high school (*Gymnasium*).

371.42. — 370.3

SCHOOL REFORM. — PHILOSOPHY OF
EDUCATION (B.I.E.)

TESAR, Ludwig-Erik. Schule und Frieden. Gedanken zur Erneuerung der Schule. Leoben, Karl Auferbauer-Verlag, 1947. 8 x 5 1/2 ins. 96 p. — A summary of lectures given in 1945 to a group of people interested in school reform in Austria. The author pleads for one basic school, open to all, and for a humanistic education in the broadest sense, recognising the value of the teaching of science and orientated towards the search for truth.

136.7. — 370.3

CHILD PSYCHOLOGY. —
RELIGIOUS EDUCATION (B.I.E.)

RINDERKNECHT, Hans Jakob. *Stadien und Stillarten der christlichen Unterweisung*. Zürich, Zwingli-Verlag (cop. 1948) 8¼×6 ins. 64 p. (Erziehung und Schule, Heft 12.) Fr. 3.80. — In this clear and concise book, divided into 3 parts (childhood proper, the age of realities, the age of puberty) the author addresses himself not only to instructors in religion but to any educator conscious of the importance of his mission. The psychological and intellectual development of the child and the distinctive characteristics of his religious evolution are illustrated by six graphs.

371.291 (436)

RURAL SCHOOLS (B.I.E.)

LANG, Ludwig. *Landschule und ländliche Erziehung in Österreich*. Referate und Ergebnisse der ersten Österreichischen Landschultagung. Wien, Österreichischer Bundesverlag (1948). 8¼×6 ins. 314 p. — In November 1946 the Federal Ministry of Education asked all the school authorities in rural districts of Austria to study problems relating to rural education: situation of the rural school to-day, teaching methods, reforms proposed, training of teachers, etc. Many study groups were formed and local and regional conferences of teachers and inspectors were held. The findings were submitted to the Ministry at the First Austrian Conference of Rural Education of which this volume is the report. It contains much interesting information not only about Austria, but on the Dalton Plan, the Jena System, the rural School in Russia, etc. The book is enriched by statistical tables and a bibliography is annexed.

37 C. — 370.3

BIOGRAPHIES: — PHILOSOPHY OF
EDUCATION (B.I.E.)

CASOTTI, Mario. *La pedagogia di Antonio Rosmini e le sue basi filosofiche*. (Brescia) "La Scuola" (1944). 9×6¼ ins. 184 p. — Rosmini was one of the greatest theorists of Catholic education in Italy in the 19th century. Professor Casotti shows that his educational principles are derived from an ontological philosophy and ethics: the educator must lead man to recognise God as the Supreme Principle, the Ordainer of all things. His methods was intuitive and concrete and resembles in many ways the modern experimental and activity methods.

379 (45)

SCHOOL ADMINISTRATION (B.I.E.)

BARILLI, Ernesto. *Raccolta di temi svolti e quesiti risolti di diritto amministrativo e scolastico per gli aspiranti alla vigilanza scolastica e per i concorsi direttivi*. Torino, etc., Paravia (1948). 7¼×5½ ins. 48 p. — In Italy it is the administrative directors and school directors who control the schools. This pamphlet summarises the essentials of school legislation and administration for candidates to these positions.

37 A (45). — 379 (45)

ITALY. — SCHOOL ADMINISTRATION
(B.I.E.)

Ordinamento della pubblica istruzione. A cura di Collaltino COLLALTO Lucio D'ARCONTE, Carlo DE MARIA, Marco MATTEI, Giovanni PENTA, Emilio PRISINZANO. Roma, Gismondi (1947). 7×5 ins. 110 p. — Handbook of the essential and most permanent

features of the organisation of public education in Italy omitting legislative details. The subjects treated are: the central and local bodies concerned with school administration, the educational system (in primary, secondary, art and higher education) and the characteristic features of the institution under the administration of public education, including libraries and museums.

371.293. — 371.43

OPEN-AIR SCHOOLS. —
ACTIVITY SCHOOLS (B.I.E.)

COTTONE, Carmela. *La scuola all' aperto come scuola nuova*. Milano, Garzanti, 7 $\frac{1}{4}$ $\times$ 4 $\frac{1}{2}$ ins. 180 p. — The open air school, started for delicate children, has also educational advantages as being the best adapted to the modern conception of education. Going back to the Greek and Romans the author traces the rise of activity methods and asserts that the open-air school should no longer be an exception, but the school for all children, as it allows of a more elastic curriculum and can be a real laboratory of varied activities in touch with nature.

371.43

ACTIVITY SCHOOL (B.I.E.)

CODIGNOLA, Ernesto. *Le "scuole nuove" e i loro problemi*. 2a ed. Firenze, "La nuova Italia" (1948). 8 $\times$ 5 $\frac{1}{2}$ ins. — The author tells the history of the New Education and Progressive School movement from the end of the XIXth century, and its pioneers: Reddie, Demolins, Lietz, Kerschensteiner, Dewey, Angelo Patri, Washburne, Maria Montessori, Decroly, Lombardo-Radice, Ferrière, Baden-Powell, and many others. He himself, in 1945, founded the Pestalozzi School-City at Florence, a very much alive work community, as keenly interested in social and moral training as in actual teaching.

371.025

PARENT EDUCATION (B.I.E.)

GUARNERO, Luisa. *L'età difficile*. (Education dei figli dai 7 ai 15 anni.) (Torino) Marietti (1948) 8 $\frac{1}{2}$ $\times$ 5 $\frac{3}{4}$ ins. 240 p. — The author, who is both a mother and a teacher, places parents before their responsibilities and examining different problems of home education, gives them practical and judicious advice relating to their dealings with children from 7 to 15 years. The questions of religious education, sexual education and co-education are treated among others.

37 E

REFERENCE BOOKS (B.I.E.)

BRENNA, Ernestina. *Enciclopedia dei maestri*. Vol. I-IV e Supplemento. 4a riveduta, corretta ed aggiornata. Milano, Sperling & Kupfer, 1946. 9 $\times$ 6 $\frac{1}{2}$ ins. vol. 2588 p. inc. et 886 p. ill. — This work, containing a great abundance of historical, literary and scientific information, is intended for young teachers and advanced pupils. It is designed as an instrument of research enabling teacher and taught to discover truth together. The material described for learning certain scientific facts was invented, and experimented in primary schools, by the author herself. The supplement contains an introduction on knowledge of the child and additional matter relating to religion and giving anecdotes, riddles and suggestions for toy-making. Begun in 1923 and kept continually up to date, this gigantic work is a witness to the patient labour of an educator who has trained several generations of teachers.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

MIRA Y LÓPEZ, Emilio. *Manual de orientación profesional*. Buenos Aires, Kapelusz, 1947. 8 $\frac{3}{4}$ $\times$ 6 ins. Index. (Biblioteca de

Ciencias de la Educación.) — This first vol. of the "Library of Educational Sciences", founded by Dr. Calcagno, is a very complete, concise and thorough consideration of vocational guidance, the fruit of both theoretic studies and long years of practice in laboratories, factories, and different psycho-technical services in Europe and America. The author relates vocational guidance to the needs of the present day and examines every aspect of the subject: preliminary conditions, methods and technique of guidance, statistical methods, general theory of vocational tests, personality problems, the study of different professions, and their psychological, physical and technical requirements.

371.241. — 371.336

PSYCHOLOGY AND HYGIENE OF
SCHOOLWORK. — INITIATION INTO
METHODICAL WORK (B.I.E.)

MIRA Y LÓPEZ, Emilio. *Cómo estudiar y cómo aprender*. Buenos Aires, Kapelusz (cop. 1948). 8×5¼ ins. 104 p. Bibliogr. (Biblioteca de Cultura pedagógica.) — Believing that "it is impossible to study without learning and to learn without studying", the author argues that the pupil whose school work is poor needs to be helped by being given a method of learning, not to be scolded or punished. The suggestions he makes for obtaining the maximum results are based on hygiene, physiology and psychology, allowing for individual potentialities.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

SIMARRO PUIG, Alejandro. *La vocación profesional clave de la pedagogía*. Estudio pedagógico para el logro de la moral juvenil. Madrid, Sociedad Editora Ibérica, 1948. 8¾×6½ ins. 254 p. — Impressed by the increase in juvenile delinquency, the author endeavours to find a remedy, to overcome negative power of evil by a positive factor, which the young of both sexes will find in interesting work they like. After examining the characteristics of an efficient education, the author studies the conditions needed for the wise choice of a profession and for an adequate vocational training.

377.922. — 378 (46)

EDUCATIONAL GUIDANCE. — HIGHER
EDUCATION (B.I.E.)

ILUNDAIN, E. *Puertas que se abren al bachiller*. Madrid, Atenas, 1948. 8×5½ ins. Bibliogr. Ill. 120 p. — As the Director of the Hostel for Students, at the Loyola University, the author realised how ill-informed young people are regarding careers to choose and the practical difficulties involved. This little guide-book is the result of that discovery. It gives all necessary information relative to universities in Spain and other institutions at university level, duration of studies, and programme of studies, preparations for special careers, student hostels, etc.

371.02

EDUCATION IN THE HOME (B.I.E.)

PALAU-RIBES CASAMITJANA, Francisca. *Formar y educar*. Barcelona, Editorial Poliglota, 1946. 7×5 ins. 232 p. — A practical little handbook for parents, giving general information on education, its aims and chief factors, on the stages in the development of the child, educational methods, character training, religious education. Each chapter is followed by questions for use in study groups.

371.263

TESTS (B.I.E.)

VERONELLI, Carlos A. *Tests mentales. Significado, uso y valor.* Buenos Aires, Kapelusz (cop. 1947). $8 \times 3\frac{3}{4}$ ins. 188 p. Bibliogr. (Biblioteca de Cultura pedagógica). — The third volume of the "Library of Educational Culture". Dr. Veronelli, consultant expert on the National Council of Education and physician in the Clinic of Pediatrics of the Medical School of Buenos Aires University gives a clear and ordered account of the origin, the gradual perfecting, the value, the results and the educational, social and economic implications of tests.

377.94

VOCATIONAL GUIDANCE (B.I.E.)

OLIVEIRA GUIMARAES, Dr. *A orientação profissional no ensino técnico.* Lisboa, Astoria, 1948. $9\frac{3}{4} \times 7\frac{1}{2}$ ins. 34 p. (Separata de Boletim "Escolas técnicas"). Dr. Oliveira Guimaraes, in this article reprinted from the Portuguese journal of the technical schools, traces the development from the opening of the century to the present day, and studies the problem of school guidance and vocational guidance as it appears to-day.

370

THEORY OF EDUCATION (B.I.E.)

PIETER, Józef. *Biografia ogólna. Wstęp do nauki o życiu ludzkim.* Kraków, Wiedza-Zawód-Kultura, 1946. $9 \times 6\frac{1}{4}$ ins. 174 p. — Outline of a new science, "General Biography", having as its object "the life of man" in its most typical manifestations with its everyday problems, its necessities, its worries and its commonplace motivations. The author criticises the practical insufficiency of the sciences dealing with man, sociology, psychology, pedagogy, etc. and demonstrates that "General Biography" could add to the efficiency of education and facilitate the organisation of social life.

371.1 (438)

TEACHERS (B.I.E.)

KUROCZKO, Eustachy. *O postawie społeczna nauczyciela.* Warszawa, P.Z.W.S., 1947. (Biblioteka Nauczyciela Demokracji.) $8 \times 5\frac{1}{4}$ ins. 48 p. — A monograph on the Polish teaching staff, its status, its social origins, its training, its cultural and professional activity, its political traditions. Considerations on its present and future tasks.

377.2. — 377.3

MORAL EDUCATION. — SOCIAL
EDUCATION (B.I.E.)

SUCHODOLSKI, Bogdan. *Wychowanie moralno-społeczne.* Wydanie II zmienione i uzupełnione. Warszawa, "Nasza Księgarnia", 1947. $8 \times 5\frac{1}{4}$ ins. 168 p. — New edition of a work on moral and social education. Theoretic study of ethics; based on psychology and sociology, and practical considerations on the forms and methods of moral and social education based upon an analysis of contemporary culture.

373.5. — 374.1 (438)

VOCATIONAL EDUCATION. — FURTHER
EDUCATION (B.I.E.)

RADWAN, Władysław. *Problemy kształcenia zawodowego.* Warszawa, "Nasza Księgarnia", 1948. $9\frac{3}{4} \times 5\frac{3}{4}$ ins. 119 p. — The author examines the problems relating to vocational training in post-war Poland. He analyses the necessities of the present day, the difficulties encountered, the past results and the future tasks in the field of training specialists.
